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An Occupational Study of the Agricultural Graduates of Louisiana State University and Agricultural and Mechanical College, 1946-1960.

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AN OCCUPATIONAL STUDY OF THE AGRICULTURAL GRADUATES OF LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COLLEGE 1946-1960

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TABLE OF CONTENTS

LIST OF TABLES

ABSTRACT

This study had as its primary purpose the determination of the occupational status of the agricultural graduates from the College of Agriculture at Louisiana State University and Agricultural and Mechanical College and the relationship between these occupations and the major field of undergraduate study of the alumni. Two additional purposes were (1) to determine the acceptance of these graduates into society as shown by their ability to earn economic rewards and (2) to gain information which may be useful in evaluating and revising the various agricultural curriculums and in counseling prospective students. A printed questionnaire was mailed to each of 2239 graduates of the classes of 1946 through 1960. The names of the graduates were obtained from the commencement programs of each graduating class. Addresses were obtained from the files of the Office of the Dean of Resident Instruction and from other sources. It was determined that 33, or 1.5 percent, of the graduates are now deceased. Responses were received from 786, or 35.1 percent, of the 2239 alumni graduating during the period of study.

As a result of the investigation, the following facts were evident:

(1) Farm and rural non-farm reared individuals accounted for 73.7 percent of the graduates.

(2) One to four years of vocational agriculture had been completed by 44 percent of the male alumni.

(3) Of the 786 alumni, 66.7 percent, lived in Louisiana, 33.2 percent resided in other states, and 0.1 percent lived in a foreign country.

(4) Approximately 34 percent of the alumni reporting had earned advanced degrees.

(5) Forty-four graduates were full-time farmers; 222 graduates were operators of farm land.

(6) Over 50 percent of the graduates were public employees, 31.7 percent were private employees, and 13.1 percent were self-employed.

(7) A majority of the graduates, 468, had never changed jobs since accepting initial employment following graduation.

(8) Male graduates earned a median salary of $7,822, as compared to a median annual salary of $4,538 for female graduates.

(9) Median income of graduates who were self-employed was $1,322 more per year than that of graduates in private employment and $1,853 more than that of publicly employed graduates.

(10) Farm-reared alumni earned larger incomes than did those who were rural non-farm or city reared.

(11) Graduates residing in Louisiana had higher median income than those living in other states or in foreign countries.

(12) Alumni who had earned advanced degrees in medicine, dentistry, and veterinary medicine reported the highest median income;

those holding Master of Education or theological degrees reported the lowest median income.

(13) A mean of 2.36 children per family was reported by the 88.3 percent of graduates who were married.

(14) Over 50 percent of the graduates indicated that more emphasis was needed on technical courses in the various undergraduate curriculums; 35.6 percent indicated a need for increased emphasis on academic courses in the curriculums.

CHAPTER I

INTRODUCTION

From time immemorial, education has been viewed by man as a means of bettering himself and society. Today, education remains the best device for civilizing man and improving his environment just as it was during the time of Plato and Confucious.

As ideas concerning education change, we must adapt ourselves to meet the changes brought about by our modern technological, ever-changing democratic society. To accomplish this, two purposes must be fulfilled: to educate technicians and to educate citizens who can perpetuate our way of life. However, upon entering this completely new way of thinking, we can be smothered by these same technological developments unless we are directed by purposive thinking.

The challenge of the next twenty years will require outstanding leaders not only in science and engineering and in business and industry, but in government and politics, in foreign affairs and diplomacy, in education and civic affairs. World peace and the survival of mankind may well depend on the purpose for which we educate the citizens of tomorrow.

In 1870, our colleges and universities graduated less than 10,000 students each year. By 1940, the number of graduates had

increased to 186,500 per year. In 1960, 4.6 million students graced the campuses of our institutions of higher learning. The challenge is plain, for we have become a society of students. We are approaching the fulfillment of a hundred-year-old dream -- that of education for the masses.

In this approach of education for the masses, our American educational system has undertaken an unprecedented task of attempting to educate each citizen to the extent of his own capabilities. Men who do not develop to their maximum capabilities fall short of deriving benefits from their opportunities of life. A nation whose people have developed their intellectual abilities to their proximal capacity is superior to other nations whose people have failed to develop their intellect to the same degree. If America is to progress in this fast-moving, ever-changing, technological world, everyone who has the ability and desire should be afforded the opportunity to gain for himself the highest possible level of education that he can attain. Today, there is a need for brainpower as well as manpower.

Our schools have been developed on the basis of education for everybody, in the belief that educated people are better, happier, and more useful than uneducated people. Education is the power of human fulfillment in a democracy. Not only does education create and enlarge the capacity to produce and destroy, but also the capacity to consume and enjoy. On behalf of free human beings, we strive

to put material abundance to constructive and satisfying use through the enrichment of men's minds.[1]

American education forms a vast aggregate of the total picture of our national culture. Because of tremendous population increases, technological advances, the rise of corporate power, the development of mass communication media, and the ever-increasing federal regulation of economic and social life, today's citizen is dominated by the institutions of his society. American education is largely a reflection of American society. Educational effort has kept a surprisingly close pace with the ever-changing, socio-economic national life.

The attention which is presently being given to education, even though much of it is probably superficial and misguided, should not be deplored by educators. Rather, educators should seize the opportunity to force a re-evaluation not only of educational practices, but of every aspect of American philosophy. Presently, as in the past, education is the hope of America and democracy. "Today education holds the key to national survival in this explosive age of space."[2]

In recent years, Big Education has developed alongside Big Business, Big Labor, and Big Agriculture. The financial responsibility

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[1]National Education Association Research Division, "Financing A College Education," National Education Association Research Bulletin, 39, No. 3 (October, 1961), 85.

[2]John A. Hunter, "Inaugural Address," The Inauguration of John Anderson Hunter as President of Louisiana State University and Agricultural and Mechanical College (Baton Rouge: Louisiana State University Press, 1962), p. 34.

for education is so great that, of necessity, it has shifted away from individual, private organizations and local governments which can no longer meet the demands. At this time, it is shifting toward the federal government. Even though the shift began long before Representative Morrill introduced the Land-Grant Act in the Congress of the United States in 1857, the Congressional debates concerning the Morrill Act brought into sharp focus the issue of financial responsibility for education.

In the State of Louisiana, Louisiana State University and Agricultural and Mechanical College, which is a Land-Grant Institution, plays an influential role in the life of the people. In his inaugural address, President Hunter made these remarks concerning Louisiana State University and Agricultural and Mechanical College:

> Whether through agricultural or general extension, there is scarcely a home that is not touched by the influence of LSU through extension education, short courses, publications and other means of information. In other words, LSU constitutes an integral part of the life and living of Louisiana, striving to disseminate the fruits of education to every citizen of the State.[3]

We must rediscover and hold in mind the ancient task of the university without losing an equally necessary grasp of the pattern of changing events, which today and always demand that the university carry out its task at a particular time, in a particular place, under particular circumstances. The task of the university must not be subordinated to the framework, but rather the framework adjusted -- governed, if you will -- by the greater purposes of a modern society,

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[3] Ibid., p. 36.

which include in some recognizable form the ancient task of the university.

Louisiana State University has an eminent obligation to the citizens of Louisiana to yield the most advantageous benefits feasible. In order to yield the most advantageous benefits, the various colleges and departments must constantly re-evaluate their curriculums. Curriculums must be altered in order to keep abreast of the changing times and meet the exigencies of the people. The findings of this study should aid the College of Agriculture in re-evaluating, re-defining, and revising the several curriculums to meet the needs of its graduates in future years.

The Problem

This study is entitled An Occupational Study of the Agricultural Graduates of Louisiana State University and Agricultural and Mechanical College, 1946-1960. The major purpose is to determine the occupational status of the agricultural graduates and the relationship between this status and their major field of undergraduate study. Considerable interest will be shown in the number of graduates who are actually engaged in the business of farming. It is the aim of this study to determine the acceptance of the agricultural graduate in the many occupational and professional jobs in agriculture. An additional purpose of this study is an attempt to provide material useful in the evaluation and revision of the various agricultural curriculums in the College of Agriculture. Acceptance of

the graduates into society as determined by the earning of economic rewards commensurate with their training is another aim of this study.

History

Today, there are 68 Land-Grant institutions in the United States and Puerto Rico which, 110 years ago, were only dreams of men of broadest vision. These men dreamed of a system of colleges and universities in which the search for new knowledge in neglected fields of fundamental importance to the American people would have an honored place, though not to the exclusion of the other traditional disciplines. Thus was born the Land-Grant idea for the development of institutions of higher learning which later were to be called Land-Grant Institutions because of the manner in which funds were provided. Funds for the establishment of these Land-Grant Institutions were made available through the setting aside of certain public land. The Northwest Ordinances of 1785 and 1787 were used as the basis for these allocations of public land to the several states for the purpose of establishing these Land-Grant Institutions. However, it was not until the passage of the Morrill Act in 1862, sponsored by Justin Smith Morrill, that the cornerstone was laid for the present Land-Grant Institutions.

Prior to the establishment of the Land-Grant Institutions, a higher education in America could be attained only by attending one or more of a handful of institutions, such as William and Mary, Harvard or Yale. Louis Agassiz characterized the Harvard College of the

1850's as "a respectable high school where they taught the drugs of learning."[4] These institutions were essentially privately controlled. During this part of the nineteenth century, both public and private systems of higher education seemed to develop side by side. Being heavily influenced by European ideas, these institutions functioned chiefly in the area of classical and professional curricula.[5] The prevailing educational thought around 1860 was that the undergraduate curriculum constituted all that a man needed in order to be educated and thus graduate work was an almost unheard of idea. However, "in 1861 Yale conferred the first degree of Doctor of Philosophy, but the real development of graduate work awaited the further expansion of knowledge."[6]

An untold number of contributions have been made to society by these Land-Grant Institutions through the achievements of their graduates. In a quotation attributed to Kerr, he states that:

> Greatest of all contributions of the land-grant institutions has undoubtedly been the education of youth. This according to the original land-grant act, is the "leading object" of these institutions. From them have gone out literally thousands of leaders in nearly every walk of life.[7]

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[4]Edward D. Eddy, Jr., Colleges for Our Land and Time (New York: Harper and Brothers, 1957), p. 3.

[5]Earl J. McGrath, Land-Grant Colleges and Universities, Office of Education Bulletin, No. 15 (Washington: Government Printing Office, 1951), p. 27.

[6]Eddy, op. cit., p. 5.

[7]W. J. Kerr, "An Address to the Forty-Fifth Annual Convention of the Association of Land-Grant Colleges and Universities," The Spirit of the Land-Grant Institutions (Chicago: Association of Land-Grant Colleges and Universities, 1951), p. 14.

Louisiana State University and Agricultural and Mechanical College is one of the Land-Grant Institutions established as a result of the passage of the Morrill Act of 1862 and by subsequent legislation which has increased both its scope and responsibilities. Louisiana State University had its beginning near Pineville, Louisiana, in Rapides Parish in 1855 when contracts were let for buildings to house the new school. The first written record of a plan for a state-supported public system of higher education in Louisiana was included in the State Constitution of 1845. Plagued from the beginning by yellow fever epidemics, the new school did not open until January 2, 1860 with 19 students and five professors. After a fire that completely destroyed the Pineville school in 1869, Louisiana State University, then the Louisiana Seminary of Learning, moved to Baton Rouge where it was quartered in the buildings occupied by the Asylum for the Deaf. The name was changed from Louisiana Seminary of Learning to Louisiana State University by an act of the Louisiana Legislature in March, 1870. During this period, Morrill was pushing through Congress his Land-Grant bill, which became a reality with the passage of the Morrill Act in 1862. Louisiana accepted the provisions of the Morrill Act after its passage and established an agricultural and mechanical college in New Orleans in 1874. This agricultural and mechanical college lasted until 1877 when it was merged with Louisiana State University in Baton Rouge to become one of the Land-Grant Colleges and Universities. With the merging of these two institutions in 1877, Louisiana State University and Agricultural and Mechanical College

became a reality as one of the Land-Grant Colleges and Universities.[8]

Studies concerning the alumni of these Land-Grant Colleges and Universities after graduation have always been an important aspect of the activities of these institutions. These follow-up studies are important not only from the standpoint of measuring the success of past graduates in days gone by, but also in charting a course for the present and future graduates of colleges and universities.

Delimitation

This study is limited to those former students of the College of Agriculture who were recipients of Bachelor of Science degrees during the years 1946 through 1960. Industrial Arts and Agricultural Engineering majors graduating during this same period were not included in this study because they were considered to be other than agricultural graduates even though they were located in the College of Agriculture or associated with the College of Engineering.

Procedure

The names of the agricultural graduates of the classes of 1946 through 1960 were taken from the commencement programs. The commencement programs yielded a total of 2240 names. There was one individual listed on the commencement program who did not graduate at that time and has not been granted a degree at this writing. Addresses were

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[8]Frederick W. Williamson, Origin and Growth of Agricultural Extension in Louisiana, 1860-1948 (Baton Rouge: Louisiana State University and Agricultural and Mechanical College Agricultural Extension Service, 1951), p. 6.

obtained from the various departments and schools in the College of Agriculture, the Alumni office, the Agricultural Extension Division, the Registrar's office, telephone directories, faculty and staff members, and visitors to the campus.

The printed questionnaires with letters of transmittal, being the printed cover page of the questionnaire, were mailed to all the graduates for whom an address was found.* The letter of transmittal and questionnaire, printed in the form of a booklet, were mailed to the graduates by the writer, over the signature of J. Norman Efferson, Dean of the College of Agriculture, on November 26, 1962. On January 5, 1963, another questionnaire was mailed to those who had failed to respond to the first letter. On many occasions, questionnaires were returned because of insufficient or incorrect addresses. When this occurred, another address was obtained where possible, and the questionnaire was re-mailed. If the graduates could not be contacted directly, the questionnaire was mailed to their home address in hope that it would be forwarded to them. Many replies from individuals who would not have been contacted otherwise were received in this manner. In some instances, questionnaires were mailed to three or four addresses before they were returned completed.

Of the 2239 graduates to whom the writer sent questionnaires, it was determined by information furnished by relatives, friends, or postal officials that 33, or 1.5 percent, of the graduates are now deceased. Of the remaining 2206, a total of 871 graduates, representing

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*A copy of the questionnaire and letter of transmittal can be found in Appendix A.

38.9 percent of the graduating classes, could not be contacted because of insufficient addresses, leaving 1335 agricultural graduates who actually received questionnaires. Of this number, 786 returned completed questionnaires, which represents 35.1 percent of the total graduates and 57.4 percent of these graduates receiving the questionnaires.

Definition of Terms

Agricultural Graduate - As used in this study, the term agricultural graduate refers to all those students graduating from the College of Agriculture with the exception of those who received degrees from the Industrial Arts and Agricultural Engineering Departments. Students who received degrees in Agricultural Economics, Agronomy, Animal Industry, Dairying, Forestry, Farm Equipment Management, General Agriculture, Home Economics, Horticulture, Poultry, Rural Sociology, and Vocational Agriculture Education are the graduates to whom this term is herein applied.

Treatment of Data

The data concerning the occupational status of the 786 agricultural graduates who cooperated in this study were tabulated and analyzed using IBM equipment and arranged by chapters. Chapter III deals with the pre-employment experiences of the agricultural graduates. In the analysis of this information, place where the graduate was reared, number of years of vocational agriculture completed in high school, total

number of agricultural students graduating between 1946 and 1960, number of men and women graduates studied, graduates' present residences, first advanced degree earned, number of Doctor of Philosophy degrees earned, and other information pertaining to the pre-employment experiences are presented and discussed.

The data describing the occupation in which the graduate is engaged, the salary or income he earns, and his family and military status are presented in Chapter IV. This chapter is divided into three parts, which are analyzed, tabulated and discussed separately. Part I deals with the occupations in which the graduates are engaged and presents information on the occupational classifications used to identify the graduates, types of employment, occupational area of graduates with advanced degrees, types of teaching positions accepted, agricultural extension positions reported, research positions, land ownership, and other information which more fully describes the work of the graduates. Part II deals with the salary or income of the graduates and presents figures on the median salaries of men and women graduates, income by major undergraduate fields of study, income by the type of employment in which engaged, income by place where graduates were reared, income for those who operate farm land, income for graduates according to the place of their residence, degree and income, and amount of college cost earned. Part III attempts to describe the graduates' family and military status by giving information on the number of graduates who are single, married, widowed, and divorced, class and marital status, major and marital status,

children of graduates, and the extent to which graduates have served their country in the armed services by years of graduation.

The graduates' opinions of their undergraduate curriculums are presented in Chapter V. This chapter presents, through the use of tables and discussion, the thoughts which graduates expressed in regard to their major field of undergraduate study and in regard to technical and academic courses in general.

The findings of this study are presented in the form of a summary and conclusions in Chapter VI.

Recommendations for further research in this field and for the practical use of the findings of this study are presented in Chapter VII.

CHAPTER II

REVIEW OF RELATED LITERATURE

Studies dealing with the occupational status of agricultural graduates are numerous and diverse. A wide variety of methods, situations, and conclusions are found in reviewing these studies. Although each study differs, it is usually possible to detect certain common findings which occur in most of these follow-up studies concerning college graduates.

To review all the research which has been conducted regarding the occupational status of College of Agriculture graduates would not be practical. Consequently, this review of literature is limited to certain fairly representative studies in this relatively broad field of determining the status of college graduates.

For sake of clarification, these studies have been reviewed in the following order: studies conducted on a national basis involving graduates from more than one state or institution, studies concerning graduates from a single college or university, and studies concerning graduates from colleges and universities in Louisiana.

Studies Conducted on a National Basis

In conducting a study to determine just what kind of men and women American college graduates were, Havemann and West received the

cooperation of 9,064 graduates in 1,037 American colleges.[1] A questionnaire was prepared containing questions which the authors believed would aid them in determining if the graduates believed college was really worthwhile. The graduates who participated in this study were chosen carefully to represent a cross-section of all the college graduates at the time. They were queried in detail and some of them were invited to submit their own comments on the college problem, which they did in letters ranging from one to many pages.[2] The authors found that success in life could not be pinpointed to education.

The colleges represented in this study varied greatly among themselves in size of student body, wealth, faculty, physical equipment, environment, and college courses.[3] In this study, the largest percentage of the graduates majored in the humanities, but most of these graduates (39 percent) were women. There were almost as many men graduates in engineering and the physical sciences as there were in the humanities. Business administration ranked fourth as an undergraduate major for the men and home economics ranked fifth among the women graduates.[4]

This study indicated that college graduates still constituted a small minority in the United States; only 6 percent of the total

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[1]Ernest Havemann and Patricia Salter West, They Went to College (New York: Harcourt, Brace and Company, 1952), p. 5.

[2]Loc. cit.

[3]Ibid., p. 7.

[4]Ibid., p. 9.

population old enough to have finished college are college graduates.[5] It was found that a higher percentage of young adults than older adults are college graduates. The median age of all graduates was 36.9.[6] Of the graduates who reported, 58.3 percent were men and 41.7 percent were women. This indicated that about three out of five college graduates were men.[7]

Havemann and West reported that 32 percent, or nearly a third, of the male graduates, and almost one-half of the alumnae came from families in which at least one parent had gone to college.[8]

The study indicated that there were more graduates who worked their way through colleges than there were graduates who were completely supported by parents.[9] Havemann and West reported:

> Of all our graduates, only 29% never turned a hand at gainful labor until they got their degrees.
>
> The other 71% worked their way, in whole, or in part. Some of them, of course, worked only during vacation. But of all the graduates in our sample more than half had jobs after classroom hours right during the school term. It is the rule, rather than the exception, to pay at least part of the expenses through one's own labor.
>
> There are some significant sex differences here. Young women of college age have fewer opportunities for jobs, either in summer or during the school year. Young men apparently feel more strongly about the

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[5] Ibid., p. 11.

[6] Ibid., p. 12.

[7] Ibid., p. 13.

[8] Ibid., p. 14.

[9] Ibid., p. 15.

> value of a college education, and are more willing to sweat for it. Moreover there are some factors of parental psychology and finances involved. A middle-income family is probably more willing to give full-time support to a young woman of college age than to a young man - the young man seeming much more capable of earning all or part of his way. On the other hand, it seems a reasonable assumption that many lower-income families will strain their budgets to help a son through college, while declining to pay any part of a girl's expenses; it is likely that many girls from poorer families, given no help at home and realizing the difficulty of earning all their own expenses, simply give up the idea. At any rate, we had better stop talking about our graduates as a group at this point, and consider them by sexes as in Chart 3.
>
> As the chart shows, the folklore about how young people go to college is true only in part. By and large, the girls do get sent there at their parents' expense; nearly half of our women graduates got their degrees as a gift from mother and dad, and only about one in six earned half her own expenses or better. But the boys, in remarkable numbers, send themselves, in whole or in part. Only a sixth were completely supported by their parents during their college days, and better than one in three earned at least half his own way. College has not been nearly so great an expense, in terms of parents' slaving or of lost economic contributions, as the folklore would suggest. It does cost money; it is usually a burden of sorts on the parents - but it is not so terrible a burden as painted.[10]

Havemann and West reported that college graduates held better jobs and made more money than their non-college contemporaries.[11] The college graduates excelled the non-college workers man for man and age as far as earning power was concerned. Even in their earliest productive years they earned more than the average man at the peak of his

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[10] Ibid., pp. 15-18.

[11] Ibid., p. 25.

earning power.[12] At age 45, when the average man's earning power was dropping fairly fast, the college graduate's earning power was still going sharply up.[13] As to the fields in which the graduates worked, it was reported that 53 percent were established in business; 16 percent were doctors, lawyers, and dentists; 9 percent, in government work; 4 percent, clergy; 1 percent in the arts; 1 percent scientists; and 16 percent were teachers. The clergy and teachers were in the lowest income brackets, whereas the doctors, dentists, and lawyers represented the largest percent of graduates in the high income bracket, $5000 and over.[14] It could be concluded that a college diploma did have a substantial cash value if the fields of education and humanities were avoided.[15]

It was found that men college graduates married in higher percentages than men who were not college graduates.[16] Of the graduates reporting, 5.8 percent had been divorced.[17] The average number of children for all the married graduates was only two.[18] Of the women graduates reporting, 41 percent under age 30 had never been married. It was found that spinsterhood was an outstanding characteristic of

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[12] Ibid., p. 30.

[13] Loc. cit.

[14] Ibid., p. 32.

[15] Ibid., p. 37.

[16] Ibid., p. 40.

[17] Ibid., p. 41.

[18] Ibid., p. 50.

of the women graduates, but evidence indicated that the trend is away from it.[19] At the time of the study, 59 percent of the working women graduates were in the field of education.[20]

The study indicated that if the graduates had it all to do over again, they would go to college almost to the man. Out of every 100 graduates, 98 said they would return. The majority, 84 percent, said they would go back to the same college and 14 percent said they would go to college but to a different institution. Only two out of a hundred said they would stay away from college and take some different type of training.[21] The only significant doubt the graduates seemed to express was on the matter of generalized education versus specific. Forty-four percent felt they made a wise choice on this matter. Of the remaining 56 percent, 35 percent wished they had taken more specific training and 21 percent wished they had received a more generalized education.[22]

During the years 1936-37, a study of the alumni of the classes 1928-35 in 31 colleges and universities was conducted by the United States Office of Education.[23] In each institution, the personnel of

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[19] Ibid., p. 63.

[20] Ibid., p. 74.

[21] Ibid., p. 127.

[22] Loc. cit.

[23] Walter J. Greenleaf, Economic Status of College Alumni, Office of Education Bulletin No. 10, 1937 (Washington: Government Printing Office, 1937), p. ix.

the project, under the direction of an appointed local project administrator, mailed a uniform questionnaire to the graduates of that particular institution. Of the 95,453 questionnaires sent to alumni who had received bachelor's degrees in the classes of 1928 to 1935, inclusive, 46,138 were returned. In reporting the results in 1937, Greenleaf, the national coordinator for the Office of Education study, estimated that the reporting alumni represented a 5 percent sampling of the college graduates living in the United States in 1936.[24]

The median ages of the alumni ranged from 23 for the class of 1935 to 30 for the class of 1928. The typical age at graduation was over 22 years but less than 23 years.[25] This study indicated that more male than female graduates were married; the men had married sooner after graduation than had the women, and they had more children than the women. Of the eight classes included, 47 percent of the men and 36 percent of the women were married.[26] The average number of children per family was 1.5 for married male graduates and 1.4 for married female graduates.[27] Compared to the country as a whole, the divorce rate was low. The divorce rate among the alumni was 19 divorces per 1,000 marriages. More college women than men were divorced.[28]

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[24] Ibid., p. 1.

[25] Ibid., p. 5.

[26] Ibid., p. 10.

[27] Loc. cit.

[28] Ibid., p. 12.

It was found that more than half the graduates lived in cities of 10,000 population or more. Forty-eight percent lived in towns having a population of less than 5,000. This study indicated that American college graduates were, for the most part, large-city dwellers.[29]

As an undergraduate major, engineering, followed by business administration, was popular with the men, whereas education, followed by English, was the most popular choice of the women.[30] The fact that only eight of the Land-Grant Institutions of the nation were included in this study helps to explain the low percentage of men majoring in agricultural fields.

The first employment of about 60 percent of the graduates was closely related to, or the same as, the major work in college. The present employment of the older alumni was not as closely related to the college major as the first employment. However, the present employment of the younger alumni showed a closer relationship to the major than the first employment.[31]

As far as graduate study was concerned, one-half of the alumni continued with graduate study. At the time of the study, many younger alumni were still graduate students.[32] One out of every eight men and

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[29] Ibid., p. 16.

[30] Ibid., p. 26.

[31] Ibid., p. 28.

[32] Ibid., p. 36.

one out of every five women reported they had taken extension courses.[33]

The study indicated that personal initiative was the most advantageous method of obtaining the first job after graduation, followed by experience prior to graduation.[34] The best paid positions for college men immediately after graduation were dentistry, forestry, and telephone work. Immediately after graduation, nursing and teaching were the best paid occupations for college women.[35]

Table I shows the salaries of the alumni in 1936. Those graduates who had been out of school longest were drawing the highest salaries. The salary scale of the men was consistently higher than that of women graduates except that older women generally received more money than younger men.[36]

In 1960-61, the National Science Foundation sponsored a nationwide survey of June 1958 graduates to find out how closely related the world of study was to the world of work. The study was conducted by the Bureau of Social Science Research on a large cross-section of June 1958 graduates from all degree-granting colleges and universities in the United States. The questionnaire contained a series of questions pertaining to the graduates' undergraduate studies, graduate studies,

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[33] Ibid., p. 40.

[34] Ibid., p. 47.

[35] Ibid., p. 71.

[36] Ibid., p. 62.

TABLE I

Salaries Paid 46,000 Alumni in 1936

Years out of college	Men - Median Salary	Women - Median Salary
1	$1,314	$1,092
2	1,455	1,220
3	1,551	1,269
4	1,684	1,321
5	1,847	1,355
6	2,008	1,459
7	2,138	1,547
8	2,383	1,606

Source: Walter J. Greenleaf, Economic Status of College Alumni, Office of Education Bulletin No. 10, 1937.

and employment in May 1960. A series of items designed to obtain the graduates' own evaluation of the continuity between studies and work, the usefulness of college studies in job performance, and the need for various types of degrees to qualify for particular jobs were also included.[37]

Approximately 32,000 graduates who had earned a bachelor's degree in June, 1958 responded to the questionnaire. Many differences, enough to outweigh the similarities, were found between the career patterns of graduates. Therefore, it was difficult to make many meaningful generalizations about the graduates as a group; rather, most of the generalizations were made about the graduates according to their undergraduate major.[38]

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[37]Laure M. Sharp, Career Patterns of Recent College Graduates, National Science Foundation Bulletin, Vol. 6, No. 1, February 1962 (Washington: Government Printing Office, 1962), p. 3.

[38]Loc. cit.

One-third of all the male graduates had enrolled in graduate school for at least one term between the summer of 1958 and the summer of 1960. The graduate degrees were most often sought in the field of the undergraduate major or a closely related field.[39]

It was found that less than half of the men graduates were working full-time two years later, whereas 70 percent of the women graduates were working full-time. Approximately 20 percent of the women were not enrolled in graduate study or holding a job - they were shown as housewives.[40]

About 80 percent of the graduates were engaged in professional jobs. Teachers comprised the largest group; 25 percent of the men and 65 percent of the women held teaching jobs. For the men, teaching was followed by business and managerial occupations (21 percent), engineering (19 percent), and sales (10 percent). After teaching, the most important fields of employment for women were clerical and sales occupations, research, laboratory assistants, and nursing.[41]

A close correspondence between college major and later employment was found. However, it was not known whether this resulted from the graduates' own choice of an occupation or from employers' preference for students who had majored in a field related to the job to be filled.[42]

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[39] Ibid., p. 4.

[40] Loc. cit.

[41] Loc. cit.

[42] Ibid., p. 5.

It was also found that graduates in the natural sciences could obtain a job in their field with only the bachelor's degree, whereas in the social sciences, a graduate degree was required.[43]

The median salaries for men in most occupations were $5,000 - $6,000. Higher median salaries were found in several occupations: mathematicians, engineers, pharmacists, physicists, earth scientists, programmers and business executives. Teachers, welfare workers, and clergymen reported annual salaries of less than $4,500. With the exception of women chemists, pharmacists, and mathematicians, women received higher salaries in teaching than in most other jobs.[44]

According to the undergraduate major, there were marked salary differentials. Engineering, physics, and pharmacy majors were at the top; biological science, foreign language, philosophy, and religion majors had the lowest earnings. The median annual salaries in May 1960 for employed 1958 graduates who had majored in various fields of study are shown in Table II.[45]

The undergraduate major determined the extent to which the graduates saw a high degree of continuity between studies and job. Teachers, claiming a degree in their field was a prerequisite for their job, were the exception. One-third of the graduates who held jobs in the business world said that no college degree was necessary to qualify

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[43] Ibid., p. 6.

[44] Loc. cit.

[45] Loc. cit.

TABLE II

Median Annual Salaries in May 1960 for Employed 1958 Graduates Who Had Majored in Various Fields of Study

	Men	Women
Mathematics	$4,890	$4,420
Biology	4,260	4,080
Chemistry	5,110	4,460
Physics	6,240	4,170
Engineering	6,800	4,870
Pharmacy	7,040	5,250
Economics	5,220	4,540
History	4,520	4,140
Psychology	4,700	4,260
English	4,470	4,070
Philosophy	4,140	4,100
Education	4,610	4,320
Business and Commerce	5,420	4,080

Source: Laure M. Sharp, Career Patterns of Recent College Graduates, National Science Foundation Bulletin, Vol. 6, No. 1, February 1962., p. 6.

for their job. Eighty percent of the teachers and only 30 percent of those in business said they found their college majors "very useful."[46] Sixty percent of the men and over 70 percent of the women said they made considerable use of the knowledge in the fields in which they had specialized. Only 20 percent felt they had been "overeducated" for the job held.[47]

Concerning the question of whether or not the graduates would choose the same major again, the answers were overwhelmingly "yes."

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[46] Ibid., p. 7.

[47] Loc. cit.

Only a small majority expressed the desire to major in a totally different field, which was usually medicine or engineering.[48]

Babcock conducted a study on the status of the living U. S. college alumni, including classes before 1900 through the classes of 1939. His study was an economic approach to measuring the social dividends yielded by the liberal arts and was also the beginning of an examination of the function of higher education in a democracy. He reported that there were 2,700,000 living college graduates in the U. S.,[49] which was about 2 percent of the population.[50] Time Inc.'s Reader Research Department sought the help of every one of the 1,164 institutions of higher learning in the U. S. - and gratefully received the cooperation of 90 percent of them.[51] A cross-section of the U. S. Graduate Bloc - which included 12,728 individuals - was compiled.[52]

It was found that the Graduate Bloc was predominantly male, by a proportion of about two to one, but the male predominance was a rapidly declining factor. Of graduates over 60 years old, only 23.6 percent were women; of those under 30, 41.2 percent were women.[53] The median age of the college graduates was 35.9 years. The study indicated that male college graduates were just about as likely to get

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[48] Loc. cit.

[49] F. L. Babcock, The U. S. College Graduate (New York: The Macmillan Company, 1942), p. 5.

[50] Ibid., p. 6.

[51] Loc. cit.

[52] Ibid., p. 10.

[53] Ibid., p. 11.

married, possibly more so, as the average of all U. S. males; but the percentage of single woman graduates was nearly double that for all U. S. women.[54] The divorce rate for male college graduates was lower than the national divorce rate - only 10 per 1,000 compared to the national rate of 17 per 1,000. For women college graduates it was higher than the national divorce rate for women, being 26 per 1,000 as compared to the national rate of 18 per 1,000.[55] The average number of children per family of all graduates was 3.61, which was below the national average of 4.05.[56] As to the type of dwelling lived in, 45.4 percent owned homes, 50.1 percent rented homes, and 4.5 percent lived in homes with free housing.[57]

The percentage of all working graduates in business for themselves was 21.8; the other 78.2 percent were employed by others.[58] The percentages of graduates in business for themselves increased with age.

Types of employment of working male graduates by age groups are shown in Table III. In classifying the type of employment of the graduates, it was found that 62.8 percent of the male college graduates

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[54] Ibid., p. 13.

[55] Ibid., p. 14.

[56] Ibid., p. 16.

[57] Ibid., p. 17.

[58] Ibid., p. 21.

TABLE III

Employment of Working Men Graduates by Age Groups

Type of Employment	Total Working Men Graduates	Years of Age: Under 30	30-39	40 & Over
		Percent		
Professions:				
Education	16.8	18.2	17.2	15.6
Medicine & Dentistry	15.2	7.1	15.4	20.5
Sciences	10.5	12.6	9.9	9.7
Law	9.5	6.1	9.3	11.9
Government	5.4	6.3	5.3	4.7
Ministry	3.0	1.6	2.9	4.0
Arts	2.4	3.2	2.3	2.0
Total Professions	62.8	55.1	62.3	68.4
Business:				
Manufacturing	11.6	15.6	10.4	10.0
Marchandising	10.7	11.7	12.5	8.2
Finance	8.4	10.8	7.9	7.3
Transportation & Utilities	2.7	3.0	2.9	2.2
Farming	1.7	1.0	1.6	2.4
Production (i.e., minerals & other primary materials)	1.3	1.6	1.6	0.9
Miscellaneous	0.8	1.2	0.8	0.6
Total Business	37.2	44.9	37.7	31.6

Source: F. L. Babcock, The U. S. College Graduate, 1942, p. 23.

and 82.7 percent of the female graduates were engaged in the professions; 37.2 percent of the male graduates and 17.3 percent of the female graduates were engaged in business occupations.[59] Working women graduates were largely engaged in the field of education. These statistics indicated that college graduates leaned more toward the professions. However, in a breakdown by age groups, the trend seemed to lean somewhat away from the professions and toward business.[60] Only 1.7 percent of the male college graduates were engaged in farming even though 25 percent of the U. S. population was still reported to be on the land. This low percentage was interesting because a large percentage of the educational institutions were located in farming sections and many of them offered courses in agriculture. Higher learning emphatically tends to accelerate urbanization.[61]

Babcock found that college graduates earned much more than the average U. S. citizen. The study indicated that two-thirds of the U. S. families with yearly incomes of more than $3000 were college graduate families and less than one-twentieth of the families with yearly income under $3000 were college graduate families.[62]

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[59] Ibid., pp. 21-23.

[60] Ibid., p. 22.

[61] Ibid., p. 23.

[62] Ibid., p. 27.

Studies Conducted on a Single College or University

Sutherland and LeCount conducted a survey of the graduates of the University of California in Davis, California.[63] Of the 616 questionnaires sent to graduates, 192 were returned completed. The purposes of the study were as follows:

1. To determine the occupations chosen by degree graduates of the College of Agriculture during the fifteen-year period, 1933-1947.

2. To assemble information which might be of value in advising and counseling students who had made their occupational choices and who were attending the University with the express purpose of entering specific occupations.

3. To obtain from graduates suggestions for making adjustments in undergraduate curricula.

4. To obtain information which might be of value in the placement of subsequent graduates.

Results of the study showed that approximately 25 percent of the graduates were farming, 20 percent were teaching vocational agriculture, 20 percent were in agricultural businesses, and the remaining 35 percent were engaged in a variety of occupations, some of which were non-agricultural. Very few changes in occupations were noted among those who had started in college teaching or research. This same group, college teachers and researchers, were most satisfied with

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[63]Sidney S. Sutherland and Samuel N. LeCount, "A Survey of Degree Graduates of the College of Agriculture, 1933-47" (Non-thesis study, mimeographed circular, University of California, College of Agriculture, Davis, California, 1949), p. 2.

the undergraduate courses being offered. Those who were engaged in other occupations recommended more courses outside their major area, more practical instruction in agriculture, more field work, and more agricultural engineering.[64]

Sutherland and LeCount reported the graduates who had completed their university training ten or more years prior to their study were earning approximately $5000 per year, those who had graduated five to ten years before the study had a mean income of about $4000 and those who had graduated in the two years previous to the study had a mean starting salary of about $3600 per year.

These writers reported a need for a more consistent program of follow-up of graduates of that institution. They indicated that adequate addresses were not available for a large number of graduates.[65]

Nix surveyed the majors in agricultural education from the University of Georgia from 1935 to 1940, inclusive. Of the 215 men who graduated during this period, 166, or 77.21 percent, returned completed questionnaires and were included in this study.[66]

Present occupations (1951) of the graduates in agricultural education were classified into five general areas as shown in Table IV. Of the 166 graduates, 81, or 48.78 percent, were employed in vocational

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[64] Ibid., p. 10.

[65] Ibid., p. 11.

[66] Harold L. Nix, "An Occupational Follow-Up Study of the Agricultural Education Majors Who Graduated From The University of Georgia, From 1935 to 1940, Inclusive" (Unpublished Master of Education Thesis, University of Georgia, Athens, Georgia, 1951), p. 21.

TABLE IV

Present Occupations of Agricultural Education Majors who Graduated From the University of Georgia, 1935-1940, Inclusive

Occupation	Number of graduates in each occupation	Per cent of graduates in each occupation
A. Vocational Education in Agriculture		
1. High-school vocational agriculture teacher	54	32.53
2. Veteran farm trainee instructor	22	13.25
3. Supervising teacher (VFTP)	2	1.20
4. District supervisor	1	.60
5. College teacher	1	.60
6. Executive secretary of Georgia Association of FFA	1	.60
Total	81	48.78
B. Other professional agricultural occupations		
1. Agricultural Extension Service	10	6.02
2. Veterans Administration training officer	6	3.62
3. Farmers Home Administration	3	1.81
4. Soil Conservation Service	3	1.81
5. Doctor of veterinary medicine	3	1.81
6. Special agricultural agent	1	.60
7. College teachers (technical agriculture)	1	.60
Total	27	16.27
C. Educational (non-agriculture)		
1. Secondary school principal	3	1.81
2. Secondary school teacher	1	.60
3. County school superintendent	1	.60
4. College teacher	1	.60

(Continued)

TABLE IV (Continued)

Occupation	Number of graduates in each occupation	Per cent of graduates in each occupation
C. (Continued)		
5. College dean	1	.60
6. County vocational education director	1	.60
7. Assistant director of trade school	1	.60
Total	9	5.41
D. Farming and related agricultural occupations		
1. Farmer	13	7.83
2. Farm supply business	7	4.22
3. Sales manager or promoter	5	3.01
4. Farm equipment business	4	2.41
5. Farm manager	3	1.81
6. Director or public relations	1	.60
7. Feed manufacturer	1	.60
8. Manager, farmers cooperative	1	.60
9. Manager, farm produce company	1	.60
Total	36	21.68
E. Miscellaneous		
1. Military service	3	1.81
2. Student	3	1.81
3. Merchant	2	1.20
4. Salesman	1	.60
5. Real estate broker	1	.60
6. Accountant	1	.60
7. Cashier	1	.60
8. Building contractor	1	.60
Total	13	7.82
Grand Total	166	99.96

Source: Harold L. Nix, "An Occupational Follow-Up Study of the Agricultural Education Majors who Graduated from the University of Georgia, from 1935 to 1940, Inclusive." 1951.

education in agriculture; 9, or 5.41 percent, in education (non-agriculture); 36, or 21.68 percent, in farming and related agricultural occupations; and 13, or 7.82 percent, in miscellaneous occupations.[67]

The 166 graduates in the ten-year period following graduation were engaged in 54 different occupations. However, at the time this study was conducted in 1951, the graduates were engaged in only 37 different occupations. At one time or another during this period, 159, or 95.78 percent, of the 166 graduates in agricultural education had been employed as teachers of vocational agriculture.[68]

No change in occupational status was made by 37, or 22.29 percent, of the graduates during the ten years after graduation. The remaining 129 graduates changed occupations from one to seven times with an average of 2.5 changes being made by each graduate.[69]

Seven of the most frequently mentioned reasons for leaving the field of teaching vocational agriculture: (1) income too low, (2) limited chance for advancement, (3) more money offered in other work, (4) preferred to go into private business, (5) too many records to keep, (6) preferred other work, and (7) lack of security.[70]

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[67] Ibid., p. 25.

[68] Ibid., p. 31.

[69] Loc. cit.

[70] Ibid., p. 35.

Bryan received 144 replies out of 171 questionnaires sent to graduates in agricultural education of the University of Idaho in 1956.[71] These graduates reported as their first employment: teaching vocational agriculture, 104, or 72.2 percent; teaching other than vocational agriculture, 7 or 4.8 percent; Agricultural Extension Service, 6, or 4.2 percent; agricultural agents for churches in foreign countries, 2, or 1.4 percent; farming, 2, or 4.2 percent; occupations not related to agriculture, 5, or 3.5 percent; occupations related to agriculture, 15, or 10.4 percent; and 3, or 2.1 percent, were either in military service or unemployed.[72]

Of the 104 who reported first employment as teachers of vocational agriculture, only 48 were still in this profession when this study was conducted in 1956. This represented a loss of 38.9 percent in a maximum of twenty years. These 56 graduates indicated that low salaries, lack of advancement, and preference for other work were the reasons most often mentioned for quitting as teachers of vocational agriculture.[73]

Of the 144 graduates surveyed, 2, or 1.4 percent, received Doctor of Philosophy degrees and 16, or 11.1 percent, had received Master of Science degrees. Eight other graduates reported that they

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[71]James E. Bryan, "A Survey of the Bachelor of Science Graduates in Agricultural Education at the University of Idaho From 1934 to 1954, Inclusive" (unpublished Master's thesis, University of Idaho, Moscow, Idaho, 1956), p. 1.

[72]Ibid., p. 11.

[73]Ibid., p. 13.

were working on a Master of Science degree at the time of the study.[74]

The two graduates who had Doctor of Philosophy degrees had a median income of $8,250. Sixteen graduates with a Master's degree earned $5,791, while graduates with only a Bachelor's degree earned $5,651. The mean income for 138 graduates who reported their income was $5,670. Graduates in miscellaneous occupations related to agriculture earned $6,490, the highest mean salary of all graduates. Table V presents the mean and median salary in relation to fields of employment and degrees earned.[75]

Table VI presents facts concerning the graduates' living habits before college, immediately following college, and at the time of the study. The trend seems to be from the farm to town or cities.[76]

Eighty-six, or 59.7 percent of the graduates had either served or were serving their military obligation at the time this study was conducted.[77]

Ninety-six, or 66.7 percent, reported that they had completed vocational agriculture in high school, but only one graduate stated that he was influenced to major in agricultural education by his high school experiences in vocational agriculture.[78]

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[74] Ibid., p. 18.

[75] Ibid., p. 25.

[76] Ibid., p. 32.

[77] Ibid., p. 35.

[78] Ibid., p. 36.

TABLE V

Mean and Median Salary in Relation to Present Fields of Employment and Degrees Earned

	All Graduates				B. S.			M. S.		
Field of Employment	No.	Salary Range	Mean Salary	Median Salary	No.	Mean Salary	Median Salary	No.	Mean Salary	Median Salary
Vo-Ag. Inst.	48	3300- 7,500	*4755	4725	45	4742	4700	3	4942	4900
Farming	21	3000-25,000	6269	5000	21	6269	5000	0		
Ag. Ext. Service	17	4320- 8,000	5900	5800	13	5917	5800	4	6225	5900
Ag. Agents for Church & Ind.	8	4420- 8,000	6240	6300	6	6250	6300	2	6210	6210
Misc. Non-Ag.	8	4300- 6,500	5138	4800	6	5250	4850	2	*4800	4800
Misc. Ag.	20	3500-18,000	6490*	5400	18	7083*	6250	2	*4400	4400
Teaching (Other Than Vo-Ag.)	10	3400-10,000	5766	5480	5	4792	5200	3	5733	5700
Unclassified	6	3900- 7,000	*4697	4240	6	4697	4240	0		
Total	138	3000-25,000	5670	5000	120	5651	5000	16	5791	5013

There were only two Ph.D. degrees, both in teaching (other than Vo-Ag.) with a mean and median salary of $8250.

* = Statistically significantly different from mean salary of the population at the 1 per cent level.

Source: James E. Bryen, "A Survey of the Bachelor of Science Graduates in Agricultural Education at the University of Idaho from 1934 to 1954, Inclusive." 1956.

TABLE VI

Classification of the Graduates as to Urban or Rural Location

Time	Number Reporting	Farm		Town (Pop. Below 3000)		City (Pop. Above 3000)	
		No.	%	No.	%	No.	%
Before College	144	123	85.4	14	9.7	7	4.9
During 1st Position	140	9	6.4	92	65.7	39	27.8
At Present Position	138	36	26.1	35	25.4	67	48.5

Source: James E. Bryan, "A Survey of the Bachelor of Science Graduates in Agricultural Education at the University of Idaho from 1934 to 1954, Inclusive." 1956.

Rhea surveyed 4,483 graduates who received degrees in thirteen curricula in agriculture from Iowa State College from 1932 to 1952.[79] Questionnaires were received from 3,629 but only 3,593 were usable and constituted the basis of this report.[80]

Of the 3,593 graduates, 62 percent were farm reared, 12 percent were reared in towns of less than 2,500 inhabitants, and 26 percent were reared in cities of more than 2,500 population.

Graduate degrees were earned by 392 individuals; 321 earned the Master's degree and 71 earned the Doctor of Philosophy degree. As

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[79]Mark B. Rhea, "Present Status and Opinions of Graduates Granted Bachelor of Science Degrees Since 1932 in Agriculture Curricula at Iowa State College" (unpublished Doctoral dissertation, Iowa State College, Ames, Iowa, 1953), p. 41.

[80]Ibid., p. 46.

indicated in Table VII, graduates who were farm reared earned graduate degrees at a rate almost twice that of town and city reared graduates.[81]

In 1953, the occupations of the 3,593 graduates were classified into ten major occupational categories which are summarized in Table VIII. The largest number of graduates, 968, were working for commercial agriculture concerns, followed by 702 graduates engaged in productive agriculture occupations. The least number of graduates, 10, were engaged in farm services.

Rhea analyzed the incomes of 3,115 graduates who supplied this information, representing 87 percent of the 3,593 graduates studied, and found a total income of $16,413,000 with a mean of $5,269 and a median of $4,586. Mean salaries of $5,337, $5,676, and $6,867 were earned by Bachelor of Science, Master of Science, and Doctor of Philosophy graduates, respectively.[82]

Bell obtained 288 replies, or 79.1 percent returns from 364 individuals who qualified to teach vocational agriculture at Iowa State College.[83] The qualifiers were found to be engaged in 30 occupational areas. Of those responding, 92.4 percent were engaged in occupations which were related to their training in agriculture and education.[84]

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[81] Ibid., p. 52.

[82] Ibid., p. 87.

[83] E. L. Bell, "Factors Influencing Occupational Choices," The Agricultural Education Magazine, XXIII, No. 3 (September, 1950), p. 60.

[84] Loc. cit.

TABLE VII

Present Occupation of Graduates

Occupation	No.
Education (470	
High school voc. ag	179
Other high school teacher	16
Veterans classes	123
College agriculture	108
College others	5
College administration	4
Research	30
Education-county,state,fed.	5
Extension (175)	
Federal extension service	1
State extension service	65
County extension director	76
County youth assistant or assistant county director	33
Government services (470)	
U.S.D.A.	38
S.C.S.	107
F.H.A.	27
R.E.A.	1
Point Four or other foreign service	7
Agriculture official(state)	55
Non-agric.official(state)	12
U.S. Forest Service, other forest agency, adm. and research	159
City or county employee	38
Others	26
Productive agriculture (702)	
Farming or ranching	542
Farm or range management	120
Nursery	20
Greenhouse	4
Commercial seed	1
Orchard	6
Poultry enterprise	7
Others	1
Commercial agriculture concerns (968)	
Plant manager (in field)	256
Plant manager (other field)	2
Production (in field)	206
Loans, insurance, appraisal	40
Sales	244
Buyer	36
Adv. and Journ.,Radio, TV	78
Area supervisor	23
Research	74
Others	9
Commercial non-ag. concerns (123)	
Management	9
Engineering	30
Production	3
Insurance or loan	19
Sales	19
Buyer	3
Adv. and Journ., Radio, TV	21
Research	3
Others	16
Miscellaneous small business (205)	
Agriculture retail	4
Agriculture wholesale	3
Flower shop, nursery, greenhouse	20
Implement dealer	23
Other store	12
Banking	15
Land appraisal	4
Feed, seed, fertilizer, lumber store, elevator	28
Landscape architecture	33
Others	63
Farm services (10)	
Farm loan services, appraisal	1
Veterinarian	8
Other farm service organizations	1

(Continued)

TABLE VII (Continued)

Occupation	No.	Occupation	No.
Non-farm services (22)		Others (391)	
Non-agriculture services	1	Graduate student	88
Milk inspector	21	Unemployed	2
		M.D.	1
Non-profit organization (57)		Minister	9
Farm Bureau official	33	Disabled or retired	3
Farmers Union official	1	Housewife	21
Cooperatives official	1	Military	267
Dairy Association official	9		
Poultry Association official	3		
Beef Association official	1		
Other association official	3		
Misc. Non-profit organization	6		

Source: Mark B. Rhea, "Present Status and Opinions of Graduates Granted Bachelor of Science Degrees Since 1932 in Agriculture Curricula at Iowa State College." 1953.

TABLE VIII

Farm Rearing of Individuals Holding Graduate Degrees From Iowa State College and Other Institutions

Institution	Farm Reared	Non-farm Reared	Total
Iowa State College	126	73	199
Other	115	78	193
Total	241	151	392

Source: Mark B. Rhea, "Present Status and Opinions of Graduates Granted Bachelor of Science Degrees Since 1932 in Agriculture Curricula at Iowa State College." 1953.

Thirty-nine percent of the qualifiers had had an average of 1.2 years of vocational agriculture in high school. For those who taught vocational agriculture after qualifying and left the profession at a later date, three main reasons were given for departing - mainly, lack of security and tenure, higher salary offered by other fields, and desire to utilize their training for purposes other than teaching.[85]

From this limited study of qualifiers, Bell concluded that agricultural education graduates are prepared for a variety of occupations based on the 30 occupations which the qualifiers were holding at the time of the study.[86]

Hunter, Koo, and Voertman conducted a survey of the graduates of the School of Business of Michigan State College.[87] The study was conducted concerning those students who graduated from 1941 to 1951, inclusive.

Questionnaires were sent to 382 graduates and answers were received from 106, or 28 percent.

One of the questions asked was: "If you could start your education over again, would you major in economics?" All 106 respondents answered this question; 60, or 57 percent, unequivocally answered in the affirmative, and an additional 14 percent indicated that they

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[85] Loc. cit.

[86] Ibid., p. 61.

[87] John M. Hunter, Anthony Koo, and Robert F. Voertman, "What Happens to our Economic Majors?" Collegiate News and Views, VII, No. 3 (March, 1954), p. 27.

probably would. Twenty-two percent answered in the negative. The remaining 9 percent indicated that while they would not major in economics, they would have an economics minor.

According to the statistics on present jobs, only 3 percent were employed in completely unrelated fields. From this, Hunter, Koo, and Voertman asserted that economics was an excellent background for many positions in business.

Graduate work was completed by 11 percent of this group of 382 graduates.[88]

Graduates receiving degrees from the University of Minnesota Department of Agricultural Education from 1909 to 1950 have been surveyed by Pearson.[89] Replies from 367 individuals were returned revealing 71 different occupations in which the graduates were employed.

Of those graduates reporting, 186 were teaching, representing 50.7 percent of the total. Indications were that teachers tend to leave the teaching profession after five years of service. However, if they remain in teaching for as long as 10 years, then they are more likely to remain 30 or more years until retirement. Sixteen percent of the graduates had earned a Master's degree of one kind or another. Doctor of Philosophy degrees had been awarded to 2.2 percent of the graduates.

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[88] Ibid., p. 28.

[89] American Vocational Association, Agricultural Education Section, Research Committee, Summaries of Studies in Agricultural Education, U.S. Office of Education, Vocational Division Bulletin No. 248, Agricultural Series No. 62, Government Printing Office, 1952, p. 39.

Marriages were very stable as is shown by the fact that only two graduates, representing 0.5 percent, reported that they were either separated or divorced. These marriages produced families that ranged from no children to as many as 12, with an average of 2.2 children per family.

Graduates with agricultural education majors tended to remain in Minnesota with only a small amount of migration to adjacent states and California. About one-fifth of these respondents had some interest in farm land, either as owners, renters, or operators. The average size of farms operated by the farm operators was approximately 227 acres.[90]

Jones at Oklahoma State University College of Agriculture surveyed all classes of graduates prior to 1956. Questionnaires were sent to 3100 graduates, and 1524, or 49 percent, were returned.

Forty-nine percent of the graduates reporting resided in Oklahoma, while 51 percent lived in other states and in foreign countries. Eighty-six percent of the forestry graduates resided out-of-state while Oklahoma retained 63 percent of the agricultural engineering graduates.[92]

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[90] *Loc. cit.*

[91] Randall J. Jones, *Agriculture Alumni Survey*, Oklahoma State University College of Agriculture Publication (Stillwater: Oklahoma State University, 1960), p. ii.

[92] *Ibid.*, p. 2.

According to occupational classifications used, graduates were distributed as follows: farming and ranching, 11 percent; agricultural business, 13 percent; agricultural industry, 10 percent; professional agriculturists, 50 percent; business not related to agriculture, 2 percent; industry not related to agriculture, 2 percent; profession not related to agriculture, 5 percent; military service, 4 percent; and graduate school, 4 percent.[93]

Fifty-two percent of the graduates were publicly employed, 25 percent privately employed, 15 percent self-employed, and 8 percent were divided equally between military service and graduate school. Agricultural education majors reported the highest percent, 76, of their graduates in areas of public employment, while graduates in forestry were employed in highest percentages by private businesses and individuals. Animal husbandry had the largest number of graduates who were self-employed.

Powers received 509 replies to 3,000 questionnaires which he mailed to the graduates of Oklahoma State University Alumni, seeking their opinion as to the relation of their college training to their careers.[94]

From the replies made by the graduates, Powers presented the following statements as a summary of his findings:

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[93] Ibid., pp. 3-8.

[94] American Vocational Association, Agricultural Education Section, Research Committee, Summaries of Studies in Agricultural Education, U.S. Office of Education, Vocational Division Bulletin No. 282, Agricultural Series No. 75, Government Printing Office, 1960, p. 66.

> Opinions expressed by the agricultural alumni show that: (1) Natural aptitude and liking for the type of work were the most influential factors determining career selections, as indicated by 30.1 percent of the responding alumni; (2) 20.8 percent of the total alumni indicated that the approximate time at which they decided to prepare for specific vocations was previous to college entrance; and (3) approximately 31.5 percent of the total alumni indicated that their college advisor or counselor had influenced their choice of a career. The study indicated that the most important single factor contributing to the first employment of alumni was the contacts made on their own initiative, while 35.9 percent reported that the major department, major advisor, or other college staff members also provided important contacts that led to their first employment.
>
> The opinion that their major courses of study were adequate preparation for their present occupations ranged from 40.0 percent of the alumni of one department to 72.0 percent of another.[95]

White conducted an inquiry of Oklahoma's Agricultural and Mechanical College graduates regarding the adequacy of their major course of study and to ascertain what revisions they would suggest in the curriculum at Oklahoma State University leading to the Bachelor of Science degree with a major in agricultural education.[96]

Two hundred individuals were selected at random from a total of approximately 1,001 who had completed requirements for degrees between 1925 and 1955, inclusive. Of these 200 individuals, schedules in usable form were received from 150 and were used as the basis of this study. White concluded that:

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[95] loc. cit.

[96] American Vocational Association, Agricultural Education Section, Research Committee, Summaries of Studies in Agricultural Education, U.S. Office of Education, Vocational Division Bulletin No. 272, Agricultural Series No. 71, Government Printing Office, 1958. Pp. 81-82.

> Although a majority of the present vocational agriculture teachers surveyed in this study indicated they felt their major course was adequate, an even larger majority indicated that study in additional fields would have been helpful as preparation for teaching. The most commonly suggested possible addition was to include more technical subject matter closely related to the major field. From 70 to 80 percent of the teachers who cooperated in this study suggested more emphasis to be placed on the following subject matter areas: (1) Soils, (2) agricultural engineering; (3) mathematics; and (4) courses in communication including English, speech, and journalism. Thirty-nine percent of the teachers indicated that they desired a change from their present field of work for the following reasons: (1) improved opportunity for advancement; (2) salary increase; (3) better working conditions; and (4) improved retirement benefits.[97]

Anderson made a study of 174, or 87.9 percent, of 198 living graduates from the University of Tennessee College of Agriculture from the Fall Quarter, 1949 through the Spring Quarter, 1955.[98]

Of the sample, 130 graduates, representing 75 percent of those answering the questionnaire, had completed an average of 3.19 years of vocational agriculture in high school. Anderson concluded that approximately 57 percent of the graduates were influenced by their high school teacher of vocational agriculture to major in agricultural education in college. The remaining 43 percent made their decisions either during college or after having received a degree in another field

After qualifying to teach vocational agriculture, 48 percent reported their first employment as teachers of vocational agriculture.

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[97] Ibid., p. 82.

[98] Ernest F. Anderson, "A Study of the Agricultural Education Majors Who Graduated from the University of Tennessee College of Agriculture From the Fall Quarter, 1949, Through the Spring Quarter, 1955 (unpublished Master's thesis, University of Tennessee, Knoxville, Tennessee, 1956), p. 13.

However, at the time of this study, the percent of teachers of vocational agriculture had been reduced to 46.5. Reasons for this decrease in employment as teachers of vocational agriculture was attributed to more chances of advancement at a "higher salary" with a considerable amount of "more personal freedom."[99]

Peacock and others prepared and sent to 1975 graduates of the College of Agriculture at the University of Tennessee a comprehensive questionnaire concerning positions held and farming status.[100] The questionnaires were sent to graduates of the period 1921-1950. Sixty-three percent of the questionnaires were returned. Approximately 17 percent of the respondents enclosed with the returned questionnaire a letter, which was requested, of general suggestions concerning program improvement.

Peacock found that 30 percent of the graduates had transferred from other colleges, 11 percent coming from colleges outside of Tennessee. At the time of the study, 72.5 percent of the graduates were employed in Tennessee.

The majority of graduates, or 85 percent of those responding, reported their first employment as being directly related to agriculture. The areas of employment were as shown in Table IX. It is interesting to note that many more graduates listed farming as their

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[99] Ibid., p. 5.

[100] N. D. Peacock, B. J. McSpadden, and G. M. Winago, "A Study of the Employment Opportunities for Agricultural Graduates of the University of Tennessee" (Bulletin undated and unnumbered, College of Agriculture, University of Tennessee, Knoxville, Tennessee), p. 8.

TABLE IX

Types of Employment, First and Present, University of Tennessee

Type	First employment after graduation (% of total)		Employment time of survey (% of total)	
Related to agriculture				
Educational				
High school				
Vocational agriculture	28.3		20.5	
Veterans' training	7.7		7.9	
Total high school employment		36.0		28.4
College				
Teaching	2.2		3.8	
Research	3.4		1.3	
Extension	8.7		10.1	
Total college employment		14.3		15.2
Graduate Study		0.7		1.7
Total Educational		51.0		45.3
Federal and state agencies		14.3		16.3
Commercial		13.8		12.5
Farming		5.9		8.6
Total related to agriculture		85.0		82.7
Unrelated to agriculture				
Commercial		8.8		10.8
Military service		1.4		4.0
Teaching		4.0		1.7
Miscellaneous		0.8		0.8
Total unrelated to agriculture		15.0		17.3

Source: N. D. Peacock, B. J. McSpadden, and G. M. Winago, "A Study of the Employment Opportunities for Agricultural Graduates of the University of Tennessee."

present occupation than as their first occupation. Although only 8.6 percent listed farming as their major occupation, a total of 30.1 percent indicated that they owned or were operating a farm.

A mean salary of $4,499 was reported by 942 graduates. College teachers' salaries were close to the mean of the entire group, while teachers of vocational agriculture salaries were below the mean. Mean salaries by degree were Bachelor of Science - $3899, Master of Science - $4881, and Doctor of Philosophy - $6333. The letters accompanying the returned questionnaires indicated an overwhelming need for more emphasis on public speaking, English and journalism.[101]

Douglass received 177 usable returns in his study of the East Texas State Teachers College in 1954.[102] This study was concerned with those 304 graduates who completed the requirements for a degree between 1938 and 1953. The purpose of this study was to determine the extent to which those graduates who majored in agriculture were engaged in an occupation in which their college education was utilized.

Information presented in Table X indicate that 80 percent of the graduates lived in Texas and only 20 percent lived in other states and foreign countries.

Figures in Table XI give the center or middle salary figure of the annual salary of all the graduates in each of the four graduation

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[101] *Loc. cit.*

[102] Dan Otto Douglass, "A Study of the Agricultural Graduates of East Texas State Teachers College" (unpublished Master's thesis, East Texas State Teachers College, Commerce, Texas, 1954), p. 51.

TABLE X

Present Location of Graduates Based on the Year of Graduation

Location	1938-41 Percent	1942-45 Percent	1946-49 Percent	1950-53 Percent
Texas Urban Area	12.5	40.0	29.2	20.0
Rural and Villages	87.5	20.0	68.3	60.0
Areas outside of Texas	----	40.0	2.5	20.0

Source: Dan Otto Douglass, "A Study of the Agricultural Graduates of East Texas State Teachers College." 1954.

TABLE XI

Present Median Income of Employed Graduates Based on Year of Graduation

Year of Graduation	Total Graduates Replying	Percent of Total Group	Median Income
1938-41	16	100.0	$4,260
1942-45	5	100.0	$3,904
1946-49	37	90.2	$3,802
1950-53	97	84.3	$3,702
Total	155	87.5	$3,732

Source: Dan Otto Douglass, "A Study of the Agricultural Graduates of East Texas State Teachers College." 1954.

periods concerned in this study. The median salary or income for each of the groups were: 1938-41, $4,260; 1942-45, $3,904; 1946-49, $3,802; and 1950-53, $3,720. The median income reported by the graduates for the 1938-53 period was $3,732.

In summarizing this study made by Douglass, the following facts are apparent:

1. The 177 replies represented 30.4 percent of the total number of graduates during the period of 16 years, and 58.2 percent of those graduates receiving questionnaires.[103]

2. Only 3.7 percent of the graduates were employed in full-time farming, while 31 percent owned land. Almost 18 percent of the graduates farmed on a part-time basis.[104]

3. Teaching vocational agriculture occupied 35.7 percent, and other professional agricultural work employed 10.5 percent, of the graduates. Teaching subjects other than agriculture engaged 8.8 percent, and 9.9 percent had positions in educational administration. Businesses related to agriculture employed 2.3 percent, while those unrelated to agriculture employed 12.3 percent. Almost 14.6 percent of the graduates were in military service, while 2.3 percent were unemployed.[105]

4. The results of the study were heavily weighted in terms of the younger graduates, as 36 percent of those contacted were under 25

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[103] Ibid., p. 13.

[104] Ibid., p. 26.

[105] Ibid., p. 40.

years of age. Forty-five percent were in the 26-to-35-year age bracket. The remaining 19 percent ranged from 36 to 60 years of age.[106]

5. Fourteen percent of the graduates earned less than $3000 a year, 43 percent earned between $3000 and $4000, and 31 percent earned between $4000 and $8000. The median income for the group was $3,732.[107]

6. About 77.9 percent of these graduates were married; 19 percent were single, and 1 percent were separated or divorced.[108]

7. Approximately 49 percent of the group of graduates earned advanced degrees of some type.[109]

An account of the results of a study of the agricultural graduates of the Agricultural and Mechanical College of Texas was prepared by Charles Shepardson.[110] Of the 7,200 graduates, questionnaires were mailed to 4,702 male graduates and 1,927 responses were received completed and in usable form. These responses represented 41 percent of the graduates to whom questionnaires were mailed and some of those who responded had graduated as early as 1883.

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[106] Ibid., p. 17.

[107] Loc. cit.

[108] Loc. cit.

[109] Loc. cit.

[110] Charles N. Shepardson, A Study of the Agricultural Graduates of the Agricultural and Mechanical College of Texas (Bulletin of the Agricultural and Mechanical College of Texas, Fifth Series, Vol. 7, No. 7, College Station, Texas: Agricultural and Mechanical College of Texas, 1951), p. 42.

Shepardson's remarks on the distribution of those answering the questionnaire by major field of study and by year of graduation follows:

> The distribution by fields of interest parallels closely the importance of these fields in the agriculture of Texas. Animal husbandry and agronomy account for 43 percent of the total. Dairy, poultry and horticulture represent more specialized types of farming which may be expected to increase in importance as industrial and urban population increase and provide a larger local demand for these products. Agricultural education was chosen by 20 percent of the total, possibly because of the almost certain immediate employment opportunities in this field and because it furnishes a good background training for a wide variety of other fields. Agricultural economics and sociology, with about 10 percent, represents an expanding field of interest as we come to a greater recognition of its importance in agricultural welfare.
>
> Agricultural engineering reflects the rapid expansion in agricultural mechanization in the past 15 years. This field should continue to expand.
>
> Entomology, floriculture and landscape architecture, and range and wildlife management represent highly specialized fields of rather limited enrollment. However, the increasing interest in grassland improvement and management is causing a marked growth in enrollment in range management.[111]

The occupational distribution of agricultural graduates on the basis of their field of major study are presented in Table XII. Animal industry graduates ranked first among the graduates of 10 other curriculums in the percent of their graduates engaged in farming. Graduates in horticulture, entomology, and agricultural education have the smallest percentage engaged in farming. Agricultural

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[111] Ibid., p. 7.

TABLE XII

Present Occupations of Graduates by Fields of Study for a Bachelor's Degree

Summary

Fields of study for a bachelor's degree	Farming		Professional agriculture		Business related to agriculture		Work unrelated to agriculture		TOTAL
	No.	%	No.	%	No.	%	No.	%	
Ag. Administration	24	12.7	54	28.6	22	11.6	89	47.1	189
Ag. Education	24	6.2	286	74.6	19	4.9	55	14.3	384
Ag. Engineering	17	10.8	61	38.9	46	29.3	33	21.0	157
Agronomy	74	22.0	154	45.7	29	8.6	80	23.7	337
Animal Husbandry	172	35.0	176	35.8	69	14.0	75	15.2	492
D.H. & F.H.	28	19.7	58	40.9	28	19.7	28	19.7	142
Entomology	2	6.3	24	75.0	--	--	6	18.7	32
Flor. & Land.	2	4.3	5	10.9	20	43.5	19	41.3	46
Horticulture	16	14.5	61	55.5	14	12.7	19	17.3	110
R.F. & W.M.	--	--	26	68.4	1	2.6	11	29.0	38
TOTAL	359	18.6	905	47.0	248	12.9	415	21.5	1927

Source: Charles N. Shepardson, A Study of the Agricultural Graduates of the Agricultural and Mechanical College of Texas, 1951.

education and entomology had the highest percentage of professional workers with 75.0 and 74.6 percent, respectively.[112]

In 1948, Carter and Fenix studied the graduates of Vermont's Agricultural College.[113] They found that during the 45-year period selected for this study, 1900 through 1944, 903 students enrolled in the College of Agriculture with nearly half, or 447, receiving degrees - an average of 10 graduates per year. The number of graduates in relation to enrollments are shown in Table XIII. The graduating class of 1914 was equaled in size only once,by the class of 1941 when it graduated 21 students.

TABLE XIII

Relation of Students Graduating to Those Entering

	Agricultural students		
	Enrolled	Graduated	
Period	Number	Number	Percent
1900-1914	221	122	55
1915-1929	377	155	41
1930-1944	305	170	56
TOTAL	903	447	50

Source: R. N. Carter and R. E. Fenix, Vermont's Agricultural College Graduates. 1948, p. 3.

[112] Ibid., p. 12.

[113] R. N. Carter and R. E. Fenix, Vermont's Agricultural College Graduates, Vermont Agricultural Experiment Station Bulletin No. 541 (Burlington, Vermont: University of Vermont and State Agricultural College, 1948), p. 1.

Sixty percent of Vermont's graduates lived in the state. Of the remaining 40 percent, approximately three-fourths were in states bordering on Vermont, namely, Massachusetts, New Hampshire, and New York.[114]

First employment was reported in five categories: teaching in college or high school, farming, extension work and other employment by federal or state departments of agriculture, and farm services. Thirty-eight percent of the graduates accepted teaching positions while lesser percentages found work in farming, laboratory technicians, inspectors, field representatives, college teaching, banks, salesmen, retail milk dealers and lumber companies. Only seven of the 235 graduates studied were hired in "non-farm" vocations.

In Table XIV the present earnings of the college graduates are given according to period of graduation and present occupation. Graduates prior to 1915 were earning approximately $5,000 while graduates 15 years younger earned only two hundred dollars less; the most recent graduates received a fraction over $3,000 per year. Income averaged $4,007 for all graduates included in this study.[115]

Approximately 20 percent of Vermont's graduates in agriculture had received an advanced degree. Graduates who earned Master's and Doctor's degrees averaged $4,566 annually while those earning the Bachelor of Science degree averaged $3,870 annually.[116]

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[114] Ibid., p. 4.

[115] Ibid., p. 9.

[116] Ibid., p. 14.

TABLE XIV

Present Earnings of College Graduates According to Period of Graduation and Present Occupation
(Note-Several occupational groups were combined or omitted, owing to the small number of records)

Period of Graduation	High school and college teaching and research	Farming* (all)	Federal and state employment and extension	Farm services and milk plant operation	All
1900-1914	$4,483	$5,486	$5,111	$6,600	$4,952
1915-1929	4,056	2,620	4,627	5,240	4,782
1930-1944	2,813	2,704	3,163	3,545	3,057
Average	$3,580	$3,170	$3,976	$4,652	$4,007

*This group was small, and the income reported did not include privileges.

Source: R. N. Carter and R. E. Fenix, Vermont's Agricultural College Graduates. 1948, p. 3.

Meiskell surveyed the graduates in agricultural education from Virginia Polytechnic Institute from 1948 through 1958.[117] During this eleven-year period, 333 individuals received degrees in Agricultural education. Of these 333 graduates, 272, or 81.7 percent, participated in this study by returning a completed questionnaire.

The occupations entered by the 236 Bachelor's degree graduates are listed in Table XV. Of the total, 144, or 61.0 percent, were teachers of vocational agriculture; 26, or 11.0 percent entered other professional occupations; 19, or 8.1 percent, entered other agricultural occupations; 10, or 4.2 percent, entered non-vocational educational occupations; and 37, or 15.7 percent, entered miscellaneous occupations. Teaching of vocational agriculture, military service and county agricultural agent work were the three major occupations entered most frequently by graduates.[118]

Of the 272 graduates studied, 80, or 30.1 percent, had not changed jobs since graduation; 85, or 31.3 percent, had changed one time; 60, or 25.4 percent, had changed twice; 10, or 7.0 percent, had changed three times; 12, or 4.4 percent, had changed four times; and 5, or 1.8 percent, had changed as many as five times. Graduates from 1948 to 1954 changed jobs the greatest number of times. Most important among

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[117] Lawrence C. Meiskell, "Occupations Entered by Agriculture Graduates of Virginia Polytechnic Institute 1948-1958" (unpublished Master's thesis, Virginia Polytechnic Institute, Blacksburg, Virginia, 1959), p. 17.

[118] Ibid., p. 36.

TABLE XV

Occupations Entered by 236 of the 296 Bachelor's Degree Graduates in Agricultural Education from Virginia Polytechnic Institute, 1948 - 1958

	Occupations	Number		Percent
A.	Vocational Education in Agriculture		144	61.0
	1. Vocational Agriculture Teacher	144		
B.	Other Professional Agricultural Occupations		26	11.0
	1. Assistant County Agricultural Agent	12		
	2. Department of Agriculture Employee	5		
	3. Soil Conservationist	3		
	4. Farm Service Agent	2		
	5. Experiment Station Employee	2		
	6. Dairy Fieldman	1		
	7. Plant Identification Specialist	1		
C.	Other Agricultural Occupations		19	8.1
	1. Agricultural Cooperative Employee	5		
	2. Agricultural Salesman	4		
	3. Farmer	3		
	4. Farm Manager	2		
	5. Milk Company Trainee	2		
	6. Nurseryman	1		
	7. Tobacco Foreman	1		
	8. Agricultural Sales Trainee	1		
D.	Educational Occupations -- Non-Vocational		10	4.2
	1. Graduate Student	4		
	2. High School Teacher	3		
	3. Student	2		
	4. High School Principal	1		
E.	Miscellaneous Occupations		37	15.7
	1. Military Service	34		
	2. Mail Carrier	1		
	3. Service Station Operator	1		
	4. Products Inspector	1		
	Totals		236	100.0

Source: Lawrence C. Baiskell, "Occupations Entered by Agriculture Graduates of Virginia Polytechnic Institute 1948-1958." 1959. P.36.

the 13 reasons given for changing jobs were: better opportunity for advancement, to obtain a higher salary, and to enter work that was more interesting.[119]

Additional degrees were earned by 33, or 14.0 percent, of the 236 individuals who had earned Bachelor of Science degrees. Of the 33 graduates with advanced degrees, 11, or 33.3 percent, held a Master of Education degree; 15, or 45.4 percent, held Master of Science degrees; 3, or 9.1 percent, held both Master of Science and Doctor of Philosophy degrees; two, or 6.1 percent, held a Master of Arts degree; and two, or 6.1 percent, held Bachelor of Divinity degrees. Graduates in 1951 earned the highest percent of advanced degrees while the 1955 class reported the lowest percent.[120]

Table XVI presents the 1958 occupations of the 236 Bachelor of Science graduates. Of the total, 84, or 35.6 percent, were in vocational education in agriculture; 44, or 18.6 percent, were in other professional agricultural occupations; 39, or 16.5 percent, were in other agricultural occupations; 23, or 9.8 percent, were in non-vocational educational positions; and 46, or 19.5 percent, were in miscellaneous occupations. There were 50 different occupations represented among these 236 graduates in 1958 as compared with only 24 initial occupations after graduation.[121]

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[119] Ibid., p. 53.

[120] Ibid., p. 57.

[121] Ibid., p. 62.

TABLE XVI

Occupations in 1958 of 236 of the 296 Bachelor's Degree Graduates in Agricultural Education from Virginia Polytechnic Institute 1948-1958

	Occupations	Number	Percent
A.	Vocational Education in Agriculture	84	35.6
	1. Vocational Agriculture Teacher	82	
	2. Assistant State Vocational Agriculture Supervisor	1	
	3. District Vocational Agriculture Supervisor	1	
B.	Other Professional Agricultural Occupations	44	18.6
	1. Assistant County Agricultural Agent	14	
	2. Department of Agriculture Employee	8	
	3. County Agricultural Agent	5	
	4. Farmers Home Administrative Supervisor	4	
	5. Experiment Station Employee	3	
	6. College Teacher	2	
	7. Soil Conservationist	2	
	8. Dairy Fieldman	2	
	9. Bank Agricultural Representative	1	
	10. Breed Association Fieldman	1	
	11. Farm Service Agent	1	
	12. Plant Identification Specialist	1	
C.	Other Agricultural Occupations	39	16.5
	1. Farmer	11	
	2. Agricultural Cooperative Employee	8	
	3. Agricultural Salesman	7	
	4. Power Company Agricultural Representative	3	
	5. Agricultural Store Manager	2	
	6. Dairy Plant Supervisor	2	
	7. Farm Manager	2	
	8. Agricultural Sales Manager	1	
	9. Dairy Plant Foreman	1	
	10. Nurseryman	1	
	11. Tobacco Foreman	1	
D.	Educational Occupations -- Non-Vocational	23	9.8
	1. High School Teacher	6	
	2. High School Principal	4	
	3. Elementary School Principal	4	
	4. Graduate Student	4	
	5. Assistant High School Principal	2	
	6. Assistant College Coach	1	
	7. Industrial Arts Teacher	1	
	8. Pupil Transportation Supervisor	1	

(Continued)

TABLE XVI (Continued)

Occupations		Number	Percent
E. Miscellaneous Occupations		46	19.5
1. Military Service	26		
2. Insurance Agent	5		
3. Minister	2		
4. Assistant Book Editor	1		
5. Insurance Sales Manager	1		
6. Insurance Adjustor	1		
7. Joint D.O-D.E. Coordinator	1		
8. Telephone Operations Manager	1		
9. Drug Salesman	1		
10. Store Manager	1		
11. Sanitarian	1		
12. Industrial Therapy Supervisor	1		
13. Hardware Salesman	1		
14. Rubber Plant Employee	1		
15. Mail Carrier	1		
16. Lumber Sales Manager	1		
Totals		236	100.0

Source: Lawrence C. Meiskell, "Occupations Entered by Agriculture Graduates of Virginia Polytechnic Institute 1948-1958." 1959. P. 62.

Salaries of the 236 graduates in 1958 are presented in Table XVII, by occupational groupings. Teachers of vocational agriculture earned an average salary of $4,643 which was $888 less than the $5,531 earned by employees in other agricultural occupations. Graduates who were classified as participating in miscellaneous occupations earned $6,045 which was the highest average salary of any of the occupational groups. The average salary for all occupations in 1958 was $5,235.[122]

[122] Ibid., p. 71.

TABLE XVII

Comparison of the 1958 Salaries by Fields of Employment of 236 of the 296 Bachelor's Degree Graduates in Agricultural Education from Virginia Polytechnic Institute 1948-1958 by Years of Graduation

Year Graduated	Vo. Ag. Teachers		All Others in Vo.Ed. in Agr.		Other Prof. Agr. Occup.		Other Agr. Occupations		Ed. Occup. Non-Voc.		Miscellaneous Occupations	
	No.	Av.Salary	No.	Av.Salary	No.	Av.Salary	No.	Av.Salary	No.	Av.Salary	No.	Av.Salary
1948	5	$5,172		$	7	$6,231	3	$5,732	4	$5,062	3	$8,080
1949	6	5,387			5	6,348	2	7,300	1	4,300	2	4,925
1950	14	5,024	1	6,432	6	6,154	5	5,200	3	4,833	3	7,155
1951	9	4,816			7	5,769	6	6,087	4	5,800	9	6,219
1952	3	4,917			4	5,072	8	6,030	3	3,982	4	6,050
1953	6	4,615	1	4,704	2	4,920	4	5,050			7	4,492
1954	5	4,490			5	5,151	4	5,290	1	4,050	4	6,933
1955	3	4,392			1	4,920	2	5,340			4	6,431
1956	6	4,342			3	4,771	1	4,000	2	4,650	4	5,555
1957	12	4,211			4	4,467	2	4,478	2	3,800	2	(a)
1958	13	4,173					2	4,400	3	2,550	4	4,500
Totals	82		2		44		39		23		46	
Average Salary		$4,643		$5,568		$5,583		$5,531		$4,732		$6,045

(a) No response.

Source: Lawrence C. Heiskell, "Occupations Entered by Agriculture Graduates of Virginia Polytechnic Institute 1948-1958." 1959. P. 71.

A thirty-year period from 1917 to 1947 was used by Gerhardt to evaluate the vocations of teachers who had qualified as teachers of vocational agriculture at the University of Wisconsin.[123]

Questionnaires were sent to 513 individuals, representing 216 regular high school teachers of vocational agriculture, 66 special agricultural instructors, and 231 former teachers of vocational agriculture.[124]

An average return of 76 percent was realized from those 513 individuals to whom questionnaires had been sent.

> Major reasons given by present high school vocational agricultural instructers as to why they were continuing work as instructors of agriculture were: (1) they liked teaching; (2) they were getting experience valuable for the future; (3) they owned their own home or had other financial interest; and (4) another suitable opportunity had not appeared.[125]

Among the younger teachers, 45 percent indicated that they did not plan to remain as teachers of vocational agriculture all their lives and 11 percent of the older teachers felt that they would leave teaching.

A total of 169 men completed 6.51 years of teaching before leaving for another profession. The two reasons most often mentioned

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[123] American Vocational Association, Agricultural Education Section, Research Committee. Summaries of Studies in Agricultural Education, U. S. Office of Education, Vocational Division Bulletin No. 282, Agricultural Series No. 75, Government Printing Office, 1960, pp. 8-9.

[124] Loc. cit.

[125] Loc. cit.

by the men who left teaching for another occupation were: the new work offered better opportunities for the future along with better immediate salaries and many objected to the evening work that was required of a teacher of vocational agriculture.

Of those leaving teaching, 23 percent entered agricultural extension work, more than 17 percent went into educational work; 11 percent went into farming; 6 percent joined cooperative movements; insurance work claimed 3 percent; and 5 percent were found to be in miscellaneous work.[126]

An interesting study conducted by Janinta, Maun and Lins demonstrates the mobility of the University of Wisconsin graduates within eight years after graduation.[127] Of 305 men studied, 290 questionnaires were returned, representing 95.1 percent of the total number contacted.

> The extent to which the University had educated the young men of Wisconsin only to have them leave to use their knowledge elsewhere is indicated in Table 12 /see Table XVIII below/. While 85.2 percent lived in Wisconsin at the time of entering the University, only 50 percent were located in Wisconsin eight years after graduation.[128]

Of those 36 individuals included in this study who had been farm reared, only four returned to the farm to live and earn his livelihood.

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[126] Loc. cit.

[127] M. J. Mann, S. C. and L. J. Lins, "Activities and Success of University of Wisconsin Graduates within Eight Years after Graduation," College and University Journal, 36(Fall, 1960), p. 57.

[128] Ibid., p. 58.

TABLE XVIII

Place of Residence of Alumni Before and After Graduation

Residence	As Freshmen		Now	
	Number	Percent	Number	Percent
Wisconsin	247	85.2	145	50.0
Other States	43	14.8	140	48.3
U. S. Territories	*	*	1	0.3
Foreign Countries	*	*	4	1.4
TOTAL	290	100.0	290	100.0

*The sample was purposely chosen to include only American male graduates.

Source: M. J. Maun, S. C. and L. J. Lins, "Activities and Success of University of Wisconsin Graduates Within Eight Years After Graduation," p. 58.

Sixty-one percent of the graduates had not received any additional formal education eight years after graduation.

> On the average, the business men had a higher earning power than the professional men by $1,100 per year. However, the highest average salaried were doctors of medicine and the lowest were the teachers and ministers; these are all professional men.
>
> Only 43 percent of the graduates claim to be working today in the field in which they did their college work; 40 percent are in fields related to their college major; and 17 percent are in a quite different field. Over one-fourth of the graduates of the School of Education and College of Letters and Science are in work different from their collegiate field.[129]

Evidence in Table XIX demonstrates the advantage of the college graduate over any other level of educational achievement which increases with age as reported by Brunner and Wayland.[130]

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[129] Ibid., p. 67.

[130] Edward deS. Brunner and Sloan Wayland, "Education and Income," The Journal of Educational Sociology, XXXIII (September, 1958), 21-22.

TABLE XIX

Percentage of Median Income of Selected Age Groups is of Median Income for Total Group by Selected Educational Categories: 1950

	Age Group: Males					
	25 - 29	30 - 34	35 - 44	45 - 54	55 - 64	65 - 74
Median Income of Age Group	$2538	$2968	$3085	$2980	$2553	$1379
Educational Level			Percent of Median Income Received			
1-4 Years of school	50.5	49.0	50.6	58.4	67.6	61.3
8 Years	88.8	86.2	90.9	97.7	101.9	109.1
High School Graduates	113.9	111.5	114.2	123.7	134.6	164.0
College graduates	115.4	142.4	166.7	186.2	201.4	260.8
			Age Group: Females			
Median Income of Age Group	$1334	$1285	$1357	$1310	$1011	$619
Education Level			Percent of Median Income Received			
1-4 years of school	36.4	46.2	47.9	54.0	60.9	73.0
8 Years	71.9	83.0	87.9	89.4	93.2	79.8
High School Graduates	121.9	123.5	126.7	137.3	145.6	141.5
College graduates	157.3	171.8	182.0	203.7	356.3	242.2

Source: Edward deS. Brunner and Sloan Wayland. "Education and Income," p. 22.

The income of the college graduates is more than double that of the functional illiterate in the youngest group, almost triple in the next, triple in the three following, and better than four-fold in the oldest group.

> The other educational categories are not given in this table because in almost every group they fall between those categories that have been used. Thus, persons with one to three years of college have a lower percentage of the median income for their age group than the college graduates but higher than the high school graduates. Similarly, those with some high school rank above those with only eight years of school but below high school graduates and those with five to seven years are below those with eight years but above the functional illiterates category, one to four years. Those with no schooling are lowest of all.[131]

> The experience of females is comparable. The trends move in the same direction. However, the woman college graduate enjoys a much larger initial advantage over those of any other educational category than does the male. The high school woman graduate enjoys the same advantage over those with less education than she. The picture here is doubtless blurred to some extent by the unknown quantity of women in the labor force who work part-time or who move into and out of the labor force. The trends, however, are clear and are a reflection of the fact that a larger proportion of employed women than of men are in unskilled and semi-skilled occupations.[132]

Studies Conducted on Louisiana Colleges and Universities

Chapman made a follow-up study in 1949 of the 741 men who had qualified at Louisiana State University to teach vocational agriculture

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[131] Ibid., pp. 22-23.

[132] Ibid., p. 23.

since 1919.[133] Of these 741 graduates, replies were received from 631, or 85.2 percent.

Of the 631 qualifiers included in the study, 297, or 47.1 percent, were still engaged in the teaching of vocational agriculture. One hundred fifty, or 23.8 percent, were engaged in agricultural pursuits that included such positions as county agents, farmers, entomologists, and Soil Conservation Service technicians. Forty-five, or 7.1 percent, were in educational activities of a non-agricultural nature; 37, or 5.7 percent, were in occupations related to agriculture; while seven, or 1.1 percent, were in graduate school. Ninety-one, or 14.1 percent, were engaged in occupations unrelated to agriculture while four, or 0.7 percent, had retired.

Chapman, in summing up the salaries of the qualifiers, made these remarks:

> The salaries for all the qualifiers from 1919-1948 had a similar trend. The only group receiving a smaller stipend than the vocational agriculture group were graduate students who received $2400, and the retired group who received $3400, while the vocational agriculture had a median salary of $4000. Next in line were those in agricultural category who received $4200; then those in occupations related to agriculture with $4400; educational group with $4600; and highest median salary received by those in occupation unrelated to either agriculture or education, $5000. The median for all 567 qualifiers answering the question was $4200, higher than that for vocational agriculture.[134]

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[133] John C. Chapman, "Occupational Status of Men Who Qualified at Louisiana State University Since 1919 to Teach Vocational Agriculture." (unpublished Master's thesis, Louisiana State University, Baton Rouge, Louisiana, 1949), p. 179.

[134] Ibid., p. 117.

Jones' study, conducted at Louisiana State University, included the graduates during a ten-year period beginning in 1931 and ending in 1940. Completed questionnaires were returned by 662 alumni, which represented 68.9 percent of the graduates. An additional 35, or 3.6 percent, of the graduates were deceased. Thus, 697, or 72.5 percent, of the graduates selected for study were accounted for.[135]

Statistics presented in Table XX indicate the size of classes during the ten-year period and the distribution of questionnaires returned, graduates deceased, as well as those unaccounted for. The highest percentage of returns were received from the largest graduating class, 1940.

Approximately 21 percent of the graduates received their degrees in 1940 as compared with only 6 percent in 1931.[136]

The distribution of graduates by their major undergraduate curriculum is indicated by information presented in Table XXI. Agricultural education presented the largest group of graduates, followed by home economics. The next largest groups studied forestry, animal industry, and agronomy, respectively.

Information presented by Jones in his study of 662 alumni indicate that 137, or 20.7 percent, have been awarded advanced degrees. There were many other graduates who were engaged in graduate studies

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[135]John W. Jones, "An Occupational Study of the College of Agriculture Graduates of Louisiana State University and Agricultural and Mechanical College, 1931-1940" (unpublished Doctoral dissertation, Louisiana State University, Baton Rouge, Louisiana, 1952), p. 86.

[136]Ibid., p. 88.

TABLE XX

Distribution of Graduates According to Year of Graduation

Class	Number Graduating	Number of Questionnaires Received	Percent of Class	Number Graduates Deceased	Percent of Class	Number Unaccounted	Percent of Class
1931	58	34	58.6	1	1.7	23	39.7
1932	67	43	64.2	4	5.9	20	29.9
1933	50	35	70.0	3	6.0	12	24.0
1934	66	47	71.2	3	4.6	16	24.2
1935	81	56	69.1	3	3.7	22	27.2
1936	71	49	69.0	2	2.8	20	28.2
1937	101	60	59.4	0	0.0	41	40.6
1938	131	89	67.9	3	2.3	39	29.8
1939	132	94	71.2	6	4.6	32	24.2
1940	204	155	76.0	10	4.9	39	19.1
TOTAL	961	662	68.9	35	3.6	264	27.5

Source: John W. Jones, "An Occupational Study of the College of Agriculture Graduates of Louisiana State University and Agricultural and Mechanical College, 1931-1940," 1952, p. 87.

TABLE XXI

Undergraduate Majors of Graduates Studied

Class	Agricultural Economics		Agricultural Education		Agricultural Engineering		Agronomy		Animal Industry		Dairying	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1931	0	0.0	8	23.5	1	2.9	2	5.9	2	5.9	3	8.8
1932	0	0.0	18	41.9	0	0.0	6	14.0	4	9.3	2	4.6
1933	0	0.0	18	51.4	0	0.0	5	14.3	4	11.4	3	8.6
1934	0	0.0	21	44.6	2	4.3	2	4.3	7	14.9	4	8.5
1935	0	0.0	27	48.2	0	0.0	3	5.4	6	10.7	8	14.3
1936	1	2.0	24	49.0	1	2.0	2	4.1	6	12.3	6	12.3
1937	1	1.7	16	26.7	0	0.0	5	8.3	6	10.0	2	3.3
1938	2	2.2	35	39.4	2	2.2	7	7.9	4	4.5	1	1.1
1939	1	1.1	38	40.4	5	5.3	6	6.4	7	7.4	1	1.1
1940	4	2.6	55	35.5	0	0.0	13	8.4	6	3.9	4	2.6
TOTAL	9	1.4	260	39.3	11	1.7	51	7.7	52	7.9	34	5.1

(Continued)

TABLE XXI (Continued)

Class	Forestry		General Agriculture		Home Economics		Horticulture		Industrial Education		Total Number
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1931	4	11.8	7	20.6	7	20.6	9	0.0	0	0.0	34
1932	6	14.0	3	7.0	2	4.6	2	4.6	0	0.0	43
1933	2	5.7	1	2.9	1	2.9	1	2.8	0	0.0	35
1934	5	10.6	0	0.0	2	4.3	4	8.5	0	0.0	47
1935	4	7.1	1	1.8	4	7.1	3	5.4	0	0.0	56
1936	1	2.0	3	6.1	3	6.1	2	4.1	0	0.0	49
1937	15	25.0	2	3.3	11	18.4	2	3.3	0	0.0	60
1938	16	18.0	1	1.1	17	19.1	2	3.4	1	1.1	89
1939	14	14.9	1	1.1	18	19.1	1	1.1	2	2.1	94
1940	24	15.4	5	3.2	28	18.0	8	5.2	8	5.2	155
TOTAL	91	13.7	24	3.6	93	14.0	26	3.9	11	1.7	622

Source: John W. Jones, "An Occupational Study of the College of Agriculture Graduates of Louisiana State University and Agricultural and Mechanical College, 1931-1940," 1952, p. 90.

but had not completed the requirements for receiving these additional degrees. Statistics presented in Table XXII indicate the extent to which the 662 College of Agriculture alumni have been awarded advanced degrees.[137]

Of the 137 individuals who had earned advanced degrees in this study, 94, or 68.6 percent were awarded a Master of Science degree only. Eighteen individuals were awarded a Master of Science degree and a Doctor of Philosophy degree, while 10 other individuals earned Doctor's degrees of one kind or another and lesser numbers were awarded Master of Forestry degrees, Master of Education degrees, and Master of Arts degrees.[138]

New graduates of the College of Agriculture reported mostly teaching positions as their first employment. In Table XXIII, 44.3 percent reported that teaching constituted their initial employment. Percentages reported by the graduates ranged from 36.6 in 1932 to 51.6 who became teachers after graduation in 1939. Graduates with teaching assignments were followed by those employed in administrative positions, farming and agricultural extension in decreasing percentages, respectively.[139]

> As indicated by the statistics presented in this table, more than two-thirds of the graduates who started their careers as teachers began as high school teachers of vocational agriculture and an additional one-fifth initially

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[137] Ibid., p. 93.

[138] Ibid., p. 94.

[139] Ibid., p. 115.

TABLE XXII

Advanced Degrees Earned by Graduates

Class	Total	M.S. Only	M.S. & Ph.d.	M.S. & D.Ed.	M.S. & D.D.S.	M.Ed.	M.F.	M.A.	Ph.d. Only	Other Dr.'s	Total with Advanced Degrees Number	Total with Advanced Degrees Percent
1931	34	8	2	0	0	0	0	0	1	0	11	32.4
1932	43	12	2	0	0	1	0	1	1	0	17	39.5
1933	35	5	1	0	0	0	0	0	0	0	6	17.1
1934	47	7	1	0	1	0	1	0	0	0	10	21.3
1935	56	8	0	1	0	0	1	0	1	1	12	21.4
1936	49	9	3	0	0	1	0	0	0	1	14	28.6
1937	60	12	0	0	0	0	1	0	0	0	13	21.7
1938	89	13	2	0	0	0	2	1	0	0	18	20.2
1939	94	4	1	0	0	0	0	1	0	1	7	7.4
1940	155	16	6	0	0	2	3	0	1	1	29	18.7
TOTAL	662	94	18	1	1	4	8	3	4	4	137	20.7

Source: John W. Jones, "An Occupational Study of the College of Agriculture Graduates of Louisiana State University and Agricultural and Mechanical College, 1931-1940," 1952, p. 96.

TABLE XXIII

First Occupational Fields of College of Agriculture Graduates

Class	Total Reporting	Farming		Teaching		Agricultural Extension		Research		Administrative		Other	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1931	33	4	12.1	14	42.4	0	0.0	0	0.0	5	15.2	10	30.3
1932	41	4	9.8	15	36.6	1	2.4	2	4.9	13	31.7	6	14.6
1933	35	2	5.7	17	48.6	2	5.7	0	0.0	12	34.3	2	5.7
1934	47	3	6.4	18	38.3	1	2.1	2	4.3	22	46.8	1	2.1
1935	56	1	1.8	26	46.4	3	5.4	1	1.8	20	35.7	5	8.9
1936	49	1	2.0	23	46.9	4	8.2	2	4.1	14	28.6	5	10.2
1937	60	6	10.0	23	38.3	3	5.0	0	0.0	21	35.0	7	11.7
1938	89	1	1.1	42	47.2	2	2.2	2	2.2	30	33.7	12	13.5
1939	93	7	7.6	48	51.6	3	3.2	2	2.2	23	24.7	10	10.7
1940	154	6	3.9	65	42.2	4	2.6	1	0.6	42	27.3	36	23.4
TOTAL	657	35	5.3	291	44.3	23	3.5	12	1.8	202	30.8	94	14.3

Source: John W. Jones, "An Occupational Study of the College of Agriculture Graduates of Louisiana State University and Agricultural and Mechanical College, 1931-1940," 1952, p. 115.

> were teachers of home economics. In fact, the two positions of teachers of vocational agriculture and teacher of home economics furnished first employment for 38.9 percent of all the graduates during this period of ten years. Of course, the Smith-Hughes Act, which created these two positions in the public schools, had only been in existence about 15 years when the first of these graduates received their degrees and much of the initial expansion of this program took place during the years of this study.
>
> The other beginning teaching jobs employed lesser numbers with 2.4 percent accepting college positions, 1.4 percent working as high school teachers of industrial arts and 7.8 percent accepting miscellaneous public school teaching assignments.[140]

Of the 662 alumni in this study, 283, or 42.8 percent, had been on active duty with one of the branches of the armed services since graduation.[141]

> As indicated by data in Table LXIV [see Table XXIV on page 87], of those graduates who entered military service, 94.3 percent were on duty two years or more. The largest group, 91, or almost one out of three was in service for approximately four years. More than 75 percent of those with military experience served from three to five years. Twenty-two individuals had served nine or more years since graduation. These statements give evidence to a fact that needs little substantiation - many of these men gave a measure of service far and beyond what was required on any "draft" or compulsory basis. Fifteen alumni went directly to active duty upon graduation. As has been previously reported, 27 class members stated that they were in military service at the present time. Some of this number were following military careers and others had been recalled to duty as a result of the Korean War. Some graduates were on duty in Korea when the questionnaires were mailed. At least one member of the classes included in this investigation had been killed in the fighting in Korea.

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[140] Ibid., p. 116.

[141] Ibid., p. 173.

TABLE XXIV

Military Service Since Graduation

Class	No Military Service	Years of Military Service									Number who Served	Percent who Served
		1	2	3	4	5	6	7	8	9		
1931	27	0	0	2	2	2	0	0	0	1	7	20.6
1932	33	0	3	4	1	1	0	0	0	1	10	23.3
1933	24	1	3	1	6	0	0	0	0	0	11	31.4
1934	33	2	2	4	3	2	1	0	0	0	14	29.8
1935	34	1	3	4	7	3	0	0	0	4	22	39.3
1936	29	0	3	4	9	3	0	1	0	0	20	40.8
1937	37	2	2	5	5	5	1	1	0	2	23	38.4
1938	53	1	5	5	13	6	2	0	2	2	36	40.4
1939	47	4	2	12	17	9	2	0	0	1	47	50.0
1940	62	3	12	25	24	18	5	2	1	3	93	61.9
TOTAL	379	14	35	66	87	49	11	4	3	14	283	42.8

Source: John W. Jones, "An Occupational Study of the College of Agriculture Graduates of Louisiana State University and Agricultural and Mechanical College, 1931-1940," 1952, p. 173.

> Alumni entered all branches of the service. No exact count was made of the number who served in each branch. However, of 84 ex-students whose positions immediately previous to their present one was in the armed forces, 48 were in the Army and 16 were in the Air Force, 17 in the Navy, Marines or Coast Guard, and 7 did not tell their branch of service. If computations based on these two sets of figures are representative of the entire group, then 64.8 percent of the alumni served in the army, 19.4 percent were in the Air Force or the Army Air Corps, and 15.8 percent joined the Navy, Marines, or Coast Guard.[142]

According to information presented by Jones in Table XXV, graduates of the College of Agriculture included in this study had substantial success from a financial standpoint. The median annual salary or income of those who provided these data was $5,385.[143]

Jones summarized his study concerning the graduates from the College of Agriculture of Louisiana State University and Agricultural and Mechanical College with these remarks:[144]

> 1. Approximately 40 percent of the graduates of this period chose agricultural education as their field of major study and the next largest groups studied home economics and forestry.
>
> 2. Of 662 graduates studied, 567 were men and 95 were women. Only two women majored in any curriculum other than home economics.
>
> 3. Of these alumni of the College of Agriculture of Louisiana State University and Mechanical College, 73.4 percent lived in Louisiana. Approximately 22 percent were residing in other states of the United States, and lesser percentages were located in the territories or territorial possessions of the United States, or in foreign countries.

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[142] Ibid., pp. 172-174.

[143] Ibid., p. 180.

[144] Ibid., pp. 203-205.

TABLE XXV

Salary or Income of Graduates

Class	Total Report-ing	Under $3,000	$3,000 to $3,999	$4,000 to $4,999	$5,000 to $5,999	$6,000 to $6,999	$7,000 to $9,999	$10,000 to $14,999	$15,000 to $24,999	$25,000 Up	Median
1931	27	0	2	9	8	3	1	2	1	1	5,313
1932	26	2	2	10	7	7	2	3	3	0	5,571
1933	34	0	2	8	9	4	9	0	0	2	5,778
1934	42	0	3	7	8	4	13	5	1	1	6,750
1935	51	0	5	13	14	4	9	2	3	1	5,536
1936	46	2	7	12	9	6	8	1	1	0	5,222
1937	56	3	6	13	11	8	10	2	2	1	5,545
1938	76	3	9	18	20	8	13	2	3	0	5,400
1939	76	3	13	23	10	9	10	3	3	2	4,957
1940	128	2	26	33	34	16	11	5	1	0	5,088
TOTAL	572	15	75	146	130	69	86	25	18	8	5,385
PERCENT OF TOTAL		2.7	13.1	25.5	22.7	12.1	15.0	4.4	3.1	1.4	

Source: John W. Jones, "An Occupational Study of the College of Agriculture Graduates of Louisiana State University and Agricultural and Mechanical College, 1931-1940," 1952, p. 181.

4. Approximately 21 percent of the graduates studied had earned an advanced degree or a comparable award since receiving the Bachelor of Science degree from the College of Agriculture.

5. Teaching was the first occupation of 44.3 percent of these graduates.

6. Alumni tended to leave original positions in teaching or with agencies of the United States Department of Agriculture and to find employment in business and industry, in local and state government, and in educational administration.

7. Only a small percentage of these graduates of the College of Agriculture engaged in full-time farming, but more than one-fourth were operators of farm land. Beef cattle production was the enterprise emphasized most in the farming programs of part-time and full-time farmers.

8. Most graduates of the College of Agriculture had contracted stable and lasting marriages. Women graduates were single, widowed, and divorced in greater proportion than men but compared favorably with other American college women. Men graduates averaged more children per family than women graduates.

9. Forty-nine and seven-tenths of the men in this group had served in the armed forces, but no women had so served. Veterans and non-veterans had earned Master's degrees in about the same proportion but a greater percentage of the veterans had been granted Doctor's degrees.

10. Median yearly salary or income of the graduates studied was $5,385. Women graduates earned $3,595 annually as compared with $5,525 earned by the men.

11. Highest pay went to graduates of Animal Industry, Agricultural Engineering and Agricultural Economics curriculums with graduates in home economics, agricultural education, and dairying having the lowest incomes.

12. The median annual income of graduates possessing Master of Science degree was $47 more than that of those holding Bachelor of Science degrees only.

Recipients of doctors' degrees earned $797 per year more than the Bachelor of Science group, $750 more than those who had been awarded Master of Science degrees, and $75 per year less than possessors of Master of Forestry degrees. Those who received Master of Forestry degrees were highest paid of any degree group.

13. Graduates who lived outside of Louisiana received more money than those who had remained in the state.

14. Married alumni received larger salaries or income than those who were single, widowed or divorced. There was a direct increase in income in connection with an increase in the number of children per graduate.

15. Veterans earned slightly less than non-veterans.

16. Alumni who went into full-time farming or accepted research positions immediately after graduation were receiving the highest median salaries. Lowest salaries were being earned by those whose first employment was in teaching.

17. Graduates who were operating farm land had higher incomes than those who did not operate farm land.

18. Highest paid occupational groups were full-time farmers, commercial agricultural employees, and non-agricultural workers.

Braud obtained 298 replies from the 428 graduates who had received their degrees between 1942 through 1961 in agricultural education from Louisiana State University and Agricultural and Mechanical College.[145]

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[145]Harry J. Braud, "Occupational Status of Graduates in Agricultural Education, 1942-1961," (Louisiana State University School of Vocational Education Mimeographed Publication), p. 1.

He found that over three-fourths of the men contacted were working in agricultural positions.[146]

Of the 201 employed in education, 84 were teachers of vocational agriculture, 30 academic school teachers, 14 college teachers, 32 public school administrators, and 41 in agricultural extension work. The 97 graduates classified in fields other than education included farmers, career military personnel, business men, workers in industry, lawyers, medical doctors and employees of the state and United States Department of Agriculture.[147]

The average salary paid 298 graduates in this 20-year follow-up study was $7,500. Those graduating during 1942 to 1951 received an average yearly salary of $8,000 while those graduating during the last ten years, 1952-1961, received an average salary of $6,300. This lower salary for the latest period is to be expected inasmuch as its members did not have job tenure equal to members of the older group.[148]

A study conducted by Galliano concerning the College of Agriculture graduates of Southwestern Louisiana Institute covered a 21-year period from 1938 to 1958. During this period, 972 individuals received degrees; and 614, or 63.1 percent, of this group returned a completed and usable questionnaire. Another 2.5 percent of the

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[146] *Loc. cit.*

[147] *Ibid.*, p. 6.

[148] *Loc. cit.*

graduates were deceased, making a total of 638, or 66 percent of the graduates selected for this study.[149]

Table XXVI indicates that 63 percent of the total graduates reporting majored either in vocational agricultural education or general agriculture. Of the total graduates studied, 31.1 percent majored in agricultural education. However, if the percentage of graduates who majored in agricultural education since the department was organized in 1945 is figured, it amounts to 42.5 percent. Lesser percentages of graduates chose agriculture science and agriculture commerce, 5.7 percent; agricultural engineering, 3.1 percent; animal husbandry and dairy husbandry, 17.3 percent; and agronomy and horticulture accounted for the remaining 10.9 percent of the graduates.[150]

Advanced degrees were received by 147, or 23.9 percent, of these graduates, as shown in Table XXVII. Of the 147 advanced degrees awarded, 49.6 percent were Master of Science degrees, 10.2 percent earned both Master of Science degrees and Doctor of Philosophy degrees, and the remaining advanced degrees were awarded in several fields, including Bachelor of Divinity, Master of Business Administration, Master of Arts, Master of Education, and Doctor of Veterinary Medicine.[151]

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[149]Vernon F. Galliano, "An Occupational Study of the College of Agriculture Graduates of Southwestern Institute, 1938-1958," (unpublished Doctoral dissertation, Louisiana State University, Baton Rouge, Louisiana, 1960), p. 96.

[150]Ibid., p. 100.

[151]Ibid., pp. 101-106.

TABLE XXVI

Fields of Study for a Bachelor's Degree Based on Year of Graduation

Class	Agricultural Engineering		Vocational Agriculture Education		Agronomy		Animal Industry		Horticulture	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1938	0	0.0	0	0.0	1	5.3	0	0.0	1	5.3
1939	0	0.0	0	0.0	3	11.1	5	18.5	0	0.0
1940	0	0.0	0	0.0	4	13.8	5	17.2	3	10.3
1941	0	0.0	0	0.0	1	2.9	6	17.6	3	8.8
1942	0	0.0	0	0.0	8	23.5	8	23.5	2	5.9
1943	1	5.6	0	0.0	3	16.7	5	27.8	2	11.1
1944	0	0.0	0	0.0	1	14.3	0	0.0	1	14.3
1945	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1946	0	0.0	1	9.1	0	0.0	0	0.0	0	0.0
1947	1	3.0	10	27.3	2	6.1	1	3.0	2	6.1
1948	4	11.8	14	41.2	3	8.8	4	11.8	0	0.0
1949	2	3.2	34	54.9	2	3.2	2	3.2	3	4.9
1950	0	0.0	38	51.4	4	5.5	3	4.0	0	0.0
1951	4	10.7	16	43.2	1	2.7	2	5.6	1	2.7
1952	2	4.8	17	40.5	3	7.1	8	16.6	2	4.8
1953	0	0.0	11	47.8	1	4.3	2	8.7	0	0.0
1954	1	4.5	9	40.9	1	4.5	4	18.3	2	9.1
1955	1	3.5	13	44.8	0	0.0	6	20.7	0	0.0
1956	0	0.0	9	39.1	3	13.1	7	30.4	1	4.3
1957	3	10.0	9	30.0	0	0.0	6	20.0	0	0.0
1958	0	0.0	10	50.0	2	10.0	4	20.0	1	5.0
TOTAL	19	3.1	191	31.1	43	7.0	78	12.7	24	3.9

(Continued)

TABLE XXVI (Continued)

Class	Dairy Husbandry		General Agriculture		Agriculture Science		Agriculture Commerce		Total Number
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1938	0	0.0	7	36.8	5	26.3	5	26.3	19
1939	0	0.0	11	37.0	8	29.6	0	0.0	27
1940	1	3.4	11	37.8	5	17.2	0	0.0	29
1941	1	2.9	15	41.2	8	23.5	1	2.9	35
1942	1	2.9	13	38.3	2	5.9	0	0.0	34
1943	0	0.0	7	38.9	0	0.0	0	0.0	18
1944	1	14.3	3	42.8	1	14.3	0	0.0	7
1945	0	0.0	3	100.0	0	0.0	0	0.0	3
1946	1	9.1	9	81.8	0	0.0	0	0.0	11
1947	5	15.2	13	42.4	0	0.0	0	0.0	34
1948	1	2.9	8	23.5	0	0.0	0	0.0	34
1949	2	3.2	17	27.4	0	0.0	0	0.0	62
1950	3	4.0	26	35.1	0	0.0	0	0.0	74
1951	1	2.7	12	32.4	0	0.0	0	0.0	37
1952	2	4.8	9	21.4	0	0.0	0	0.0	43
1953	3	13.1	6	26.1	0	0.0	0	0.0	23
1954	0	0.0	5	22.7	0	0.0	0	0.0	22
1955	3	10.3	6	20.7	0	0.0	0	0.0	29
1956	0	0.0	3	13.1	0	0.0	0	0.0	23
1957	3	10.0	9	30.0	0	0.0	0	0.0	30
1958	0	0.0	3	15.0	0	0.0	0	0.0	20
TOTAL	28	4.6	196	31.9	29	4.7	6	1.0	614

Source: Vernon F. Gallimo, "An Occupational Study of the College of Agriculture Graduates of Southwestern Institute, 1938-1959," 1960, p. 103.

TABLE XXVII

Advanced Degrees Earned by Graduates of the Various Major Fields

Major Field	Total	Advanced Degree									Total with Advanced Degree	
		M.S. Only	M.S. & Ph.d.	L.L.B.	M.B.A.	D.V.M.	M.Ed.	M.A.	Ph.d. Only	M.D.	Number	Percent
Agricultural Engineering	19	0	0	0	0	0	2	0	0	0	2	10.5
Vocational Agriculture Education	191	36	1	1	0	0	29	0	0	0	66	34.0
Agronomy	43	9	1	0	0	0	2	0	1	0	13	30.2
Animal Industry	78	6	3	0	0	6	1	1	0	0	17	21.8
Horticulture	24	4	4	0	0	0	1	0	0	0	9	37.5
Dairy Husbandry	28	2	0	0	0	0	0	0	0	0	2	7.1
General Agriculture	196	15	6	0	0	1	6	0	3	0	31	15.8
Agriculture Science	29	1	1	0	0	0	1	0	1	1	5	17.2
Agriculture Commerce	6	0	0	1	1	0	0	0	0	0	2	33.3
TOTAL	614	73	15	2	1	7	42	1	5	1	147	23.9

Source: Vernon F. Galliano, "An Occupational Study of the College of Agriculture Graduates of Southwestern Institute, 1938-1958," 1960, p. 110.

Graduates received these advanced degrees from 24 different institutions of higher learning, 79 of which were earned at Louisiana State University and Agricultural and Mechanical College, representing 57.2 percent of the total awarded. Twenty-three other institutions granted 58, or 42.8 percent, of the remaining advanced degrees.[152]

Galliano classified the occupations of these 614 graduates into five general groups: namely, farming, Agricultural Business, Teaching and Research, Public Agricultural Service, and other non-agricultural occupations as demonstrated by data presented in Table XXVIII. The non-agricultural occupations group contained 201 individuals, representing 32.7 percent of the graduates, followed by teaching and research with 163, or 26.6 percent, public agricultural service with 96, or 15.6 percent, agricultural business with 92, or 15.0 percent, and farming with the smallest number of graduates representing 62, or 10.2 percent.[153]

Only 10.2 percent of the graduates included in this study were in full-time farming, but 31.9 percent reported operating farms on a part-time basis. Dairy husbandry graduates produced more farmers than did any other group. The median size farm reported by all graduates was 125.8 acres, while full-time farmers reported a median of 416.7 acres. The interval between graduation and the economic conditions at that time seem to have a big influence on whether a man is engaged

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[152] Ibid., p. 114.

[153] Ibid., p. 135.

TABLE XXVIII

Present Occupations of Graduates by Fields of Study for a Bachelor's Degree

Major Field	Total	Farming		Agricultural Business		Teaching and Research		Public Agricultural Service		Other Non-Agricultural Occupations	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Agricultural Engineering	19	1	5.3	4	21.4	2	10.5	7	36.6	5	26.2
Vocational Agriculture Education	191	8	4.2	18	9.4	96	50.3	30	15.7	39	20.4
Agronomy	43	3	6.9	7	16.3	10	23.3	10	23.3	13	30.2
Animal Husbandry	78	10	12.8	23	29.5	6	7.7	9	11.5	30	38.5
Horticulture	24	4	16.7	2	8.3	11	45.8	1	4.2	6	25.0
Dairy Husbandry	28	6	21.4	8	28.6	2	7.2	6	21.4	6	21.4
General Agriculture	196	30	15.3	27	13.8	27	13.8	29	14.8	83	42.3
Agriculture Science	29	0	0.0	1	3.4	8	27.6	3	10.4	17	58.6
Agriculture Commerce	6	0	0.0	2	33.3	1	16.7	1	16.7	2	33.3
TOTAL	614	62	10.1	92	15.0	163	26.6	96	15.6	201	32.7

Source: Vernon F. Gallicano, "An Occupational Study of the College of Agriculture Graduates of Southwestern Institute, 1938-1958," 1960, p. 135.

in farming or a related business or in professional work. During this time graduates accepted teaching positions as stepping stones to other occupational areas.[154]

Data presented in Table XXIX show the educational positions reported by alumni at the time of this study. Teachers of vocational agriculture numbering 58 were employed in largest numbers representing 35.6 percent of the 163 individuals in educational positions. Other public school teaching positions were held by 42, or 25.8 percent, followed by 22 college teachers at 13.5 percent, and lesser percentages of principals, researchers, and veterans agricultural positions. Of the 22 graduates engaged in college teaching at that time, seven were department heads, ten held the academic rank of full professor, five were attending college and teaching laboratory courses, and one was employed as the Dean of Men at Southwestern Louisiana Institute.[155]

In 1960, when this study was conducted, 88 percent of the agricultural graduates of Southwestern Louisiana Institute were married while 10.3 percent were single, 0.4 percent were divorced, and 1.0 percent were widowed. Not only did a majority of the graduates marry, but most remained married, as is evidenced by the fact that approximately 99 out of every 100 men were married and living with their wives at the time of this study. A mean of 2.38 children per family has developed

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[154] Ibid., pp. 162-163.

[155] Ibid., pp. 153-154.

TABLE XXIX

Present Educational Positions Reported by Graduates

Teaching Position	Number	Percent of Educators
College	22	13.5
Vocational Agriculture	58	35.6
Veterans Agriculture	2	1.3
Other Public Schools	42	25.8
Research	11	6.7
Administrations		
(A) Supervisors	9	5.5
(B) Principals	19	11.7
TOTAL	163	100.0

Source: Vernon F. Galliano, "An Occupational Study of the College of Agriculture Graduates of Southwestern Institute, 1938-1958," 1960, p. 154.

from these marriages. This figure is indeed significant because for many years it was thought that only the uneducated reared large enough families to replace themselves in society, but this fact completely reverses this idea, at least for this particular study.[156]

Of the 614 individuals in this study, 80.1 percent had served the United States through one of its branches of armed services. At the time of this study, 27 members were still in their Country's service.

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[156] Ibid., p. 167.

One hundred and forty-six, or 23.8 percent, served as officers, while 346, or 56.3 percent, of the total 80.1 percent served as enlisted men. Many of those individuals still in service were pursuing a military career in various parts of this country and of the World.[157]

Data in Table XXX present the median income of each graduating class. A median income of $6,860 was reported by the 614 graduates. The median income of the first ten years was $7,910, as compared with a median income of $6,454 for the last ten-year group. The class of 1942 had the highest median income with $8,640 and the 1958 class presented the lowest median income of $4,220.[158]

Graduates in agricultural commerce and agricultural science earned the highest median incomes of $9,000 and $7,720, respectively. Lesser median incomes were earned by graduates in agricultural engineering, $6,220; horticulture, $7,440; agricultural education, $6,640; general agriculture, $7,000; agronomy, $6,700; animal husbandry, $6,640; and dairy husbandry, $6,600 per year.[159]

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[157] Ibid., pp. 171-172.

[158] Ibid., pp. 177-180.

[159] Ibid., p. 183.

TABLE XXX

Income of Graduates by Year of Graduation

Class	Total Reporting	Under $3,000	$3,000 to $4,999	$5,000 to $6,999	$7,000 to $8,999	$9,000 to $11,999	Over $12,000	Median
1938	19	0	0	5	5	5	4	$8,400
1939	27	0	4	6	9	3	5	$7,760
1940	29	0	3	7	9	6	4	$8,000
1941	35	0	1	13	9	3	9	$7,760
1942	34	0	0	8	11	6	9	$8,640
1943	18	0	0	6	9	2	1	$8,340
1944	7	0	0	2	2	3	0	$8,500
1945	3	0	0	1	1	0	1	$8,000
1946	11	0	0	7	2	0	2	$6,580
1947	34	0	1	6	18	5	4	$8,120
1948	34	0	0	10	18	4	2	$7,780
1949	62	0	1	35	13	8	5	$6,720
1950	74	0	9	39	15	8	3	$6,440
1951	37	0	3	15	12	4	3	$8,080
1952	43	0	10	17	10	5	1	$6,360
1953	23	0	5	12	4	2	0	$6,080
1954	22	0	6	13	2	1	0	$5,760
1955	29	0	2	17	7	3	0	$6,480
1956	23	0	8	11	3	1	0	$5,640
1957	30	0	14	10	1	2	3	$5,200
1958	20	0	16	4	0	0	0	$4,220
TOTAL	614	0	81	244	161	72	56	$6,860

Source: Vernon F. Galliano, "An Occupational Study of the College of Agriculture Graduates of Southwestern Institute, 1938-1958," 1960, p. 178.

CHAPTER III

PRE-EMPLOYMENT EXPERIENCES OF THE GRADUATES

In building a basis on which to discuss the graduates in this study, it was considered necessary to become acquainted with as many facts as possible about the backgrounds of the graduates. In attempting to gain information of this kind, certain pertinent questions concerning background of these graduates were requisite, such as: Where were the graduates reared? How many studied vocational agriculture in high school? In what college curriculum did these students graduate? Where do the graduates reside today? How many graduates consider an advanced degree important enough to earn one for themselves?

The addresses of the 2239 graduates of the College of Agriculture which were included in this study were compiled in the early fall of 1962 from the incomplete records of the various departments and schools, Alumni Office, Agricultural Extension Division, Registrar's Office, and from telephone directories, faculty, staff and visitors to the campus. During the months of November and December 1962, and January 1963, questionnaires were mailed to the graduates in order to to obtain information concerning their post college experiences.[1]

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[1]A copy of the letter of transmittal and questionnaire may be seen in Appendix A.

In order to establish certain facts concerning these graduates, a considerable amount of information is presented in Tables XXXI through XLV. This information attempts to answer some of the more important questions most often asked concerning college graduates and the institutions from which they graduated.

The types of homes in which the College of Agriculture graduates were reared are presented in Table XXXI. The graduates are distributed by undergraduate majors according to their rearing.

Of the 786 graduates who reported in this study, 411, or 52.3 percent, were farm-reared; 168, or 21.4 percent, were rural non-farm-reared; 204, or 25.9 percent, were city-reared; and three, or 0.4 percent, failed to indicate where they were reared.

The largest percentage of farm-reared graduates were agricultural education majors; graduates in agronomy were found in only slightly smaller percentages. Home economics accounted for the smallest percent of graduates who were farm-reared.

The highest percent of rural non-farm graduates majored in forestry, and agronomy was lowest in this respect. Approximately one-third of the graduates in farm equipment management, poultry, and home economics were rural non-farm reared.

Fifty-four and two-tenths percent of the home economics graduates were city reared, while none of the graduates in agricultural education were city reared. Graduates in forestry were almost equally distributed among the three classifications with the city-reared graduates in slightly greater numbers.

TABLE XXXI

Location of Homes in Which Graduates were Reared, by Major Field of Study

Major Field	Number Reporting	Farm Reared		Rural Non-Farm		City Reared		No Reply	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Agricultural Economics	49	36	73.5	6	12.2	7	14.3	0	0.0
Agronomy	18	15	83.3	2	11.1	1	5.6	0	0.0
Animal Industry	71	45	63.4	15	21.1	11	15.5	0	0.0
Dairying	35	27	77.2	4	11.4	4	11.4	0	0.0
Forestry	233	71	30.5	72	30.9	89	38.2	1	0.4
Farm Equipment Management	11	5	45.4	3	27.3	3	27.3	0	0.0
General Agriculture	65	45	69.2	10	15.4	10	15.4	0	0.0
Home Economics	118	21	17.8	31	26.3	64	54.2	2	1.7
Horticulture	33	17	51.5	4	12.1	12	36.4	0	0.0
Poultry	11	5	45.4	3	27.3	3	27.3	0	0.0
Vocational Agriculture Education	142	124	87.3	18	12.7	0	0.0	0	0.0
TOTAL	786	411	52.3	168	21.4	204	25.9	3	0.4

The graduates from the College of Agriculture are distributed in Table XXXII by graduating classes and types of homes in which they were reared.

The graduating class of 1946 contained the lowest percent of farm-reared graduates and the 1947 class contained the highest percent.

Graduates who were rural non-farm reared were present in largest percentages in the 1951 graduating class and lowest in the 1950 graduating class.

Graduates who were city reared graduated in the greatest percentages in 1953 but in the lowest percent in 1947. The trend for the last five years of this study indicated a gradual increase in the percent of rural non-farm and city-reared graduates and a decrease in the percent of farm-reared graduates.

Data on graduates who enrolled in vocational agriculture in high school are presented by major fields of study in Table XXXIII. Of the 664 male graduates reporting, 374, or 56.0 percent, did not complete any vocational agriculture in high school; 33, or 5.0 percent, completed one year; 45, or 6.7 percent, completed two years; 42, or 6.3 percent, completed three years; 173, or 25.9 percent, completed four years; and one, or 0.1 percent, did not indicate whether or not he had enrolled in vocational agriculture in high school.

Graduates in agricultural education enrolled in vocational agriculture in high school to a greater extent than did any other group of graduates. Graduates in horticulture and forestry completed the smallest percent of high school vocational agriculture.

TABLE XXXII

Location of Homes in Which Graduates were Reared, by Graduating Classes

Graduating Class	Number Reporting	Farm Reared		Rural Non-Farm		City Reared		No Reply	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
1946	28	10	35.7	8	28.6	10	35.7	0	0.0
1947	44	30	68.2	8	18.2	6	13.6	0	0.0
1948	76	45	59.2	12	15.8	18	23.7	1	1.3
1949	84	40	47.6	22	26.2	22	26.2	0	0.0
1950	93	60	64.5	12	12.9	21	22.6	0	0.0
1951	58	29	50.0	18	31.0	11	19.0	0	0.0
1952	47	27	57.4	9	19.1	11	23.5	0	0.0
1953	31	12	38.7	7	22.6	12	38.7	0	0.0
1954	44	20	45.5	7	15.9	17	38.6	0	0.0
1955	33	19	57.6	6	18.2	17	21.2	1	3.0
1956	56	29	51.8	12	21.4	15	26.8	0	0.0
1957	57	26	45.6	13	22.8	18	31.6	0	0.0
1958	48	25	52.1	12	25.0	11	22.9	0	0.0
1959	47	20	42.5	13	27.7	13	27.7	1	2.1
1960	40	19	47.5	9	22.5	12	30.0	0	0.0
TOTAL	786	411	52.3	168	21.4	204	25.9	3	0.4

TABLE XXXIII

Graduates Who Were Enrolled in the Program of Vocational Agriculture in High School

Major Field	Number Reporting	Number of Years of Vocational Agriculture Completed										No Reply	
		0		1		2		3		4			
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Agricultural Economics	49	22	44.9	1	2.0	6	12.2	4	8.2	16	32.7	0	0.0
Agronomy	18	12	66.6	1	5.6	1	5.6	1	5.6	3	16.6	0	0.0
Animal Industry	71	44	62.0	3	4.2	4	5.6	2	2.8	18	25.4	0	0.0
Dairying	35	14	40.0	2	5.7	2	5.7	2	5.7	15	42.9	0	0.0
Forestry	233	172	73.8	11	4.7	18	7.7	15	6.4	16	6.9	1	0.5
Farm Equipment Management	11	5	45.5	0	0.0	1	9.0	0	0.0	5	45.5	0	0.0
General Agriculture	65	34	52.3	8	12.3	2	3.1	2	3.1	19	29.2	0	0.0
Horticulture	33	26	78.8	1	3.0	0	0.0	0	0.0	6	18.2	0	0.0
Poultry	11	6	54.5	0	0.0	1	9.1	1	9.1	3	27.3	0	0.0
Vocational Agriculture Education	142	39	27.5	6	4.2	10	7.0	15	10.6	72	50.7	0	0.0
TOTAL	668	374	56.0	33	5.0	45	6.7	42	6.3	173	25.9	1	0.1

Table XXXIV presents the total number of agricultural graduates from the College of Agriculture during a 15-year period beginning in 1946 and ending in 1960 and are distributed according to undergraduate major by year of graduation.

During the 15-year period, 2239 agricultural graduates received Bachelor of Science degrees from 12 departments or schools in the College of Agriculture. The largest class of 311 graduates were awarded degrees in 1950 and the smallest class, 66, were graduated in 1946.

Home economics with 488 graduates was the largest single group of graduates, followed by forestry with 449. Agricultural education, general agriculture, and animal industry graduated the next three largest groups of graduates with 352, 281, and 242 graduates, respectively. Five graduates of rural sociology were the smallest number graduated by any department during this period of study.

The growth of the College of Agriculture is indicated by the increase in the number of degrees granted between 1946 and 1950, and its decrease in size is apparent when noting the decrease in the number of degrees granted since that time through 1960.

The distribution of agricultural graduates from the College of Agriculture according to those who returned questionnaires, those who are deceased and those unaccounted for is presented in Table XXXV.

Of the 2239 graduates from 1946 to 1960, 786, or 35.1 percent returned completed questionnaires. From relatives, friends, and postal officials it was determined that 33, or 1.5 percent, of the graduates are now deceased. Several members of this group lost their

TABLE XXXIV

Total Number of Agricultural Graduates from The College of Agriculture, 1946-1960, Distributed According to Undergraduate Major

Graduating Class	Agricultural Economics	Agronomy	Animal Industry	Dairying	Farm Equipment Management	Forestry	General Agriculture	Home Economics	Horticulture	Poultry	Rural Sociology	Vocational Agriculture Education	Total
1946	3	4	10	1	0	3	2	34	0	0	0	9	66
1947	13	13	9	4	0	9	13	42	3	1	0	37	144
1948	13	8	21	8	0	38	17	37	9	1	0	43	195
1949	18	6	33	5	3	55	23	31	6	4	1	47	232
1950	9	7	39	11	4	78	29	53	9	2	1	69	311
1951	10	4	18	10	3	38	22	48	8	2	0	36	199
1952	5	5	17	7	3	26	16	34	4	4	1	33	155
1953	3	13	5	5	1	13	12	18	5	2	0	10	87
1954	4	3	14	6	0	22	23	27	8	2	0	6	115
1955	4	4	16	7	1	12	28	27	5	1	2	10	117
1956	5	4	10	9	2	32	27	30	9	3	0	12	143
1957	9	8	12	7	2	25	28	32	5	0	0	13	141
1958	2	2	13	9	1	29	28	24	4	4	0	13	129
1959	3	2	11	2	2	38	6	28	3	1	0	7	103
1960	5	5	14	0	0	31	7	23	9	1	0	7	102
TOTAL	106	88	242	91	22	449	281	488	87	28	5	352	2239

TABLE XXXV

Distribution of Graduates According to Year of Graduation

Graduating Class	Number Graduating	Number Questionnaires Received	Percent of Class	Number Graduates Deceased	Percent of Class	Number Unaccounted For	Percent of Class
1946	66	28	42.4	7	10.6	31	47.0
1947	144	44	30.6	2	1.4	98	68.0
1948	195	76	39.0	3	1.5	116	59.5
1949	232	84	36.2	4	1.7	144	62.1
1950	311	93	29.9	2	0.6	216	69.5
1951	199	58	29.1	2	1.0	139	69.9
1952	155	47	30.3	1	0.7	107	69.0
1953	87	31	35.6	2	2.3	54	62.1
1954	115	44	38.2	1	0.9	70	60.9
1955	117	33	28.2	1	0.9	83	70.9
1956	143	56	39.1	2	1.4	85	59.5
1957	141	57	40.4	2	1.4	82	58.2
1958	129	48	37.2	1	0.8	80	62.0
1959	103	47	45.7	2	1.9	54	52.4
1960	102	40	39.2	1	1.0	61	59.8
TOTAL	2239	786	35.1	33	1.5	1420	63.4

lives in the Korean War. Unaccounted for at this writing are 1420 graduates, or 63.4 percent. There is a possibility that some of the graduates in the unaccounted-for group may be deceased. Although all of the graduates were mailed a questionnaire to their last known address, 871, or 38.9 percent, of them did not receive the questionnaire because of incomplete or incorrect addresses. These 871 questionnaires were returned by the post office department as undelivered mail for several reasons which they indicated on each envelope. Actually there were 549 questionnaires which were either unanswered or lost in the mail. (The difference between the sum of 819, those accounted for, and 871, those returned by the post office as undelivered mail, subtracted from 2239 equals 549). Fifty-five of the questionnaires were mailed to graduates whose addresses were in Cuba and 41 to graduates in South American and other countries throughout the world. Political unrest and the Cuban Crisis were at their height during this period and seems to be the only logical reason why at least a portion of these graduates did not reply. It is possible that the 55 questionnaires mailed to Cuba were intercepted by the Castro government since no replies were received from graduates in that country and none of the questionnaires mailed to Cuba were returned by the Post Office Department as undelivered mail.

A representative sample of questionnaires mailed to each graduating class were returned completed. None of the classes returned questionnaires in sufficient numbers to influence unduly the results

of the study. The relatively small variation in the percent of questionnaires returned attest to this fact.

Seven individuals who graduated in 1946 are deceased, while all other classes had from one to four deceased members. At least three of these graduates died as a result of the Korean War.

Statistics presented in Table XXXVI indicate the distribution of graduates who returned completed questionnaires according to year of graduation and the percent of total responses.

Of the 786 graduates studied, 13.8 percent received their degree in 1950, the year of the largest graduating class, and 2.9 percent graduated in 1946. The class of 1950 returned the largest percent of questionnaires, 11.8 percent; the 1946 class returned 3.6 percent which was the lowest percent return. Percentagewise, total responses almost matches total sample, giving weight to the fact that the study is not influenced to any appreciable degree by any one graduation class or a combination of classes.

Data in relation to major field of undergraduate study chosen by the graduates of the College of Agriculture during the period of this study are presented in Table XXXVII by years of graduation.

Home economics, forestry, and agricultural education were the three fields in which graduates most often majored. They accounted for 1289, or 58.0 percent, of the 2239 graduates and also for 493, or 62.7 percent, of the 786 graduates participating in this study. General agriculture and animal industry graduates reported in the next largest numbers. All of the departments and schools in the

TABLE XXXVI

Distribution of Graduates According to Questionnaires Returned

Graduating Class	Number Graduating	Percent of Total Sample	Number Responses	Percent of Total Responses
1946	66	2.9	28	3.6
1947	144	6.4	44	5.6
1948	195	8.7	76	9.7
1949	232	10.4	84	10.7
1950	311	13.8	93	11.8
1951	199	8.9	58	7.4
1952	155	6.9	47	6.0
1953	87	3.9	31	3.9
1954	115	5.1	44	5.6
1955	117	5.2	33	4.2
1956	143	6.4	56	7.1
1957	141	6.3	57	7.2
1958	129	5.8	48	6.1
1959	103	4.6	47	6.0
1960	102	4.7	40	5.1
TOTAL	2239	100.0	786	100.0

TABLE XXXVII

Undergraduate Majors of Graduates Studied

Graduating Class	Agricultural Economics		Agronomy		Animal Industry		Dairying		Forestry		Farm Equipment Management	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1946	0	0.0	1	3.5	3	10.7	0	0.0	5	17.9	0	0.0
1947	5	11.5	2	4.5	1	2.3	2	4.5	6	13.6	0	0.0
1948	7	9.2	2	2.7	6	7.9	3	3.9	22	28.9	0	0.0
1949	4	4.8	1	1.2	10	11.9	1	1.2	30	35.6	1	1.2
1950	4	4.3	5	5.4	9	9.7	2	2.2	31	33.3	0	0.0
1951	5	8.6	1	1.7	4	7.0	5	8.6	13	22.4	1	1.7
1952	3	6.4	0	0.0	3	6.4	0	0.0	14	29.8	1	2.1
1953	1	3.2	1	3.2	2	6.5	3	9.7	9	29.0	0	0.0
1954	4	9.1	0	0.0	7	15.9	2	4.5	13	29.5	1	2.3
1955	0	0.0	3	9.1	4	12.1	2	6.1	6	18.2	1	3.0
1956	3	5.4	0	0.0	4	7.1	4	7.1	12	21.4	2	3.6
1957	5	8.8	0	0.0	5	8.8	5	8.8	17	29.8	1	1.8
1958	2	4.2	1	2.1	6	12.5	5	10.4	13	27.1	1	2.1
1959	3	6.4	0	0.0	3	6.4	1	2.1	22	46.7	2	4.3
1960	3	7.5	1	2.5	4	10.0	0	0.0	20	50.0	0	0.0
TOTAL	49	6.2	18	2.3	71	9.0	35	4.5	233	29.6	11	1.4

(Continued)

TABLE XXXVII (Continued)

Graduating Class	General Agriculture		Home Economics		Horticulture		Poultry		Vocational Agriculture Education	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1946	0	0.0	14	50.0	0	0.0	0	0.0	5	17.9
1947	4	9.1	8	18.2	2	4.5	0	0.0	14	31.8
1948	5	6.6	8	10.5	5	6.6	0	0.0	18	23.7
1949	7	8.3	10	11.9	3	3.6	2	2.4	15	17.9
1950	7	7.5	7	7.5	3	3.2	0	0.0	25	26.9
1951	3	5.2	9	15.5	5	8.6	1	1.7	11	19.0
1952	3	6.4	8	17.0	2	4.3	0	0.0	13	27.6
1953	2	6.5	6	19.4	1	3.2	0	0.0	6	19.3
1954	4	9.1	7	15.9	3	6.9	2	4.5	1	2.3
1955	7	21.2	5	15.2	0	0.0	1	3.0	4	12.1
1956	8	14.3	11	19.6	4	7.1	2	3.6	6	10.8
1957	5	8.8	7	12.3	2	3.5	0	0.0	10	17.4
1958	8	16.7	4	8.3	1	2.1	2	4.2	5	10.3
1959	0	0.0	10	21.3	0	0.0	0	0.0	6	12.8
1960	2	5.0	4	10.0	2	5.0	1	2.5	3	7.5
TOTAL	65	8.3	118	15.0	33	4.2	11	1.4	143	18.1

College of Agriculture included in this study had graduates who returned questionnaires except rural sociology which had only five graduates during this 15-year period.

Men and women graduates studied are distributed by year of graduation in Table XXXVIII. Of the 786 graduates, 664, or 84.5 percent, were men and 122, or 15.5 percent, were women. More women than men reported in 1946 when replies were received from 15 women, or 53.6 percent, of the total replies. The year 1946 was the only year in which more women, 34, graduated than men, 32.

When comparing the number of home economics graduates in Table XXXVII with the number of women studied in Table XXXVIII, it is found that the total female graduates exceed by four the number who graduated in home economics. Since no men were graduates of home economics, we find that four women majored in fields other than home economics. These four women received degrees in four departments: one each in animal industry, general agriculture, horticulture, and poultry. The graduate in animal industry is married to a full-time beef cattle farmer who resides in Louisiana. The poultry graduate, who also received a Master of Science degree in poultry, is the wife of a Louisiana cotton farmer. The graduate in animal industry is now conducting research work in Veterinary Science at Louisiana State University. The remaining graduate who received her degree in horticulture has also received a Bachelor of Science and a Master of Education degree and is principal of a small elementary school in Louisiana. Until the last few years, it was rather unusual for women to graduate from the College of Agriculture in any field other than home economics.

TABLE XXXVIII

Men and Women Alumni Studied; Distributed According to Year of Graduation

Graduating Class	Men		Women		Total
	Number	Percent	Number	Percent	
1946	13	46.4	15	53.6	28
1947	36	81.8	8	18.2	44
1948	68	89.5	8	10.5	76
1949	73	86.9	11	13.1	84
1950	86	92.5	7	7.5	93
1951	49	84.5	9	15.5	58
1952	39	83.0	8	17.0	47
1953	25	80.6	6	19.4	31
1954	36	81.8	8	18.2	44
1955	28	84.8	5	15.2	33
1956	45	80.4	11	19.6	56
1957	49	86.0	8	14.0	57
1958	44	91.7	4	8.3	48
1959	37	78.7	10	21.3	47
1960	36	90.0	4	10.0	40
TOTAL	664	84.5	122	15.5	786

The distribution of graduates according to their place of residence is presented in Table XXXIX by years of graduation. Of the 786 graduates, 524, or 66.7 percent, reside within the borders of Louisiana, while 261, or 33.2 percent, have moved to other states to live and work. Only one graduate, 0.1 percent of those studied, reported a residence in a foreign country, although many graduates of Louisiana State University live and work in many foreign countries throughout the world. Several explanations regarding the lack of evidence to support this statement are to be found in the explanations for Table XXXV on page 105.

No trend seems to exist for graduates leaving Louisiana to find residences elsewhere. Over 50 percent of the graduates of the 1959 class resided out-of-state as a result of military service.

Data in Table XL present the present location of the graduates studied by undergraduate majors. The least percent of graduates living outside of Louisiana had majored in agronomy and agricultural education. Graduates in forestry were more prone to leave the state after they received their degree than any other single group of graduates.

As a group, graduates in forestry, horticulture, home economics, and agricultural economics were more apt to be found living in other states than the graduates from other departments. Only one graduate was officially residing in a foreign country as a military advisor in South Vietnam for the United States Government. Twelve Air Force and Army career officers who gave addresses outside Louisiana were actually

TABLE XXXIX

Present Residences of Graduates

Graduating Class	Number Reporting	Louisiana		Other States		Other Countries	
		Number	Percent	Number	Percent	Number	Percent
1946	28	21	75.0	7	25.0	0	0.0
1947	44	27	61.4	17	38.6	0	0.0
1948	76	51	67.1	25	32.9	0	0.0
1949	84	63	75.0	21	25.0	0	0.0
1950	93	67	72.0	26	28.0	0	0.0
1951	58	36	62.1	22	37.9	0	0.0
1952	47	32	68.1	15	31.9	0	0.0
1953	31	20	64.5	11	35.5	0	0.0
1954	44	26	59.1	18	40.9	0	0.0
1955	33	28	84.8	5	15.2	0	0.0
1956	56	34	60.7	22	39.3	0	0.0
1957	57	41	71.9	16	28.1	0	0.0
1958	48	33	68.8	15	31.2	0	0.0
1959	47	21	44.7	26	55.3	0	0.0
1960	40	24	60.0	15	37.5	1	2.5
TOTAL	786	524	66.7	261	33.2	1	0.1

TABLE XL

Undergraduate Major and Present Location of the Graduates

Major Field	Number Reporting	Louisiana		Other States		Other Countries	
		Number	Percent	Number	Percent	Number	Percent
Agricultural Economics	49	28	57.1	20	40.8	1	2.1
Agronomy	18	17	94.4	1	5.6	0	0.0
Animal Industry	71	62	87.3	9	12.7	0	0.0
Dairying	35	24	68.6	11	31.4	0	0.0
Forestry	233	105	45.1	128	54.9	0	0.0
Farm Equipment Management	11	9	81.8	2	18.2	0	0.0
General Agriculture	65	55	84.6	10	15.4	0	0.0
Home Economics	118	69	58.5	49	41.5	0	0.0
Horticulture	33	18	54.5	15	45.5	0	0.0
Poultry	11	9	81.8	2	18.2	0	0.0
Vocational Agriculture Education	142	128	90.1	14	9.9	0	0.0
TOTAL	786	524	66.7	261	33.2	1	0.1

living in foreign countries but had left their families in the United States. Many of these career officers were pilots who changed duty stations as the political climate changed and were not assigned to a specific base long enough to include the families as a part of each new assignment.

Date presented in Table XLI bring into clear focus the present location of the graduates from the College of Agriculture throughout Louisiana by parishes. Of the 786 graduates reporting in this study, 524, or 66.7 percent, reside in the state of Louisiana, as compared to the 262 graduates who were living in other states and foreign countries. In 1952, Jones reported that of the 486 alumni living in Louisiana, 96, or 19.8 percent, were living in the Parish of East Baton Rouge.[2] No other parish in the state provided residence for as many as 7 percent of the graduates. There is little doubt that this concentration of graduates is influenced to no small degree by the fact that many state offices of governmental agencies are located in this parish, as well as Louisiana State University and Agricultural and Mechanical College which employs many agricultural graduates in its teaching, research, and extension divisions.

Other parishes with considerable concentrations of agricultural graduates were: Rapides, 32, or 4.1 percent; Orleans, 23, or 2.9 percent; Tangipahoa, 21, or 2.7 percent; Washington, 17, or 2.1

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[2]John W. Jones, op. cit., p. 108.

TABLE XLI

Distribution of the Graduates Throughout Louisiana

Parish	Number	Percent	Parish	Number	Percent
Acadia	2	0.3	Plaquemines	2	0.3
Allen	5	0.6	Pointe Coupee	5	0.6
Ascension	11	1.4	Rapides	32	4.1
Assumption	6	0.8	Red River	4	0.5
Avoyelles	8	0.9	Richland	3	0.4
Beauregard	5	0.6	Sabine	4	0.5
Bienville	2	0.3	St. Bernard	2	0.3
Bossier	4	0.5	St. Charles	4	0.5
Caddo	21	2.7	St. Helena	4	0.5
Calcasieu	9	1.1	St. James	5	0.6
Caldwell	2	0.3	St. John the Baptist	1	0.1
Cameron	3	0.4	St. Landry	4	0.5
Catahoula	3	0.4	St. Martin	2	0.3
Claiborne	5	0.6	St. Mary	4	0.5
Concordia	5	0.6	St. Tammany	12	1.5
DeSoto	2	0.3	Tangipahoa	21	2.7
East Baton Rouge	119	15.1	Tensas	5	0.6
East Carroll	5	0.6	Terrebonne	6	0.6
East Feliciana	3	0.4	Union	2	0.6
Evangeline	2	0.3	Vermilion	1	0.1
Franklin	13	1.7	Vernon	4	0.5
Grant	3	0.4	Washington	17	2.1
Iberia	4	0.5	Webster	5	0.6
Iberville	2	0.3	West Baton Rouge	2	0.3
Jackson	6	0.8	West Carroll	3	0.4
Jefferson	14	1.8	West Feliciana	2	0.3
Jefferson Davis	4	0.5	Winn	8	0.9
Lafayette	12	1.5			
Lafourche	8	0.9			
LaSalle	9	1.1	Total Louisiana	524	66.7
Lincoln	6	0.8			
Livingston	8	0.9	Total Other States	261	33.2
Madison	3	0.4			
Morehouse	5	0.6	Total Foreign		
Natchitoches	9	1.1	country	1	0.1
Orleans	23	2.9			
Ouachita	11	1.4	TOTAL	786	100.0

percent; and Lafayette and St. Tammany with 12 each, or 1.5 percent. The remaining 57 parishes contained from one to 11 graduates each.

Havemann and West reported that a college education has a tendency to cause urbanization among college graduates.[3] It will be interesting to make several comparisons between the concentration of these agricultural graduates in various parishes of Louisiana and the density of the general population in these areas. The six most populous parishes in the state of Louisiana in 1960 were: Jefferson, Caddo, Ouachita, Calcasieu, East Baton Rouge, and Orleans together contained 47.1 percent of the state's inhabitants.[4] As a result of this study, it has been determined that these same six parishes contain 22.1 percent of the agricultural graduates from the College of Agriculture at Louisiana State University. These data support Havemann and West's theory that graduates tend to congregate in large urban areas. East Baton Rouge Parish, for example, contained only 7.6 percent of the state's general population, but was the home of 15.1 percent of the agricultural graduates due to the presence of Louisiana State University and many governmental agencies.

The more important farming parishes of Acadia, Avoyelles, Evangeline, Tangipahoa and Washington contained 6.8 percent of the

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[3]Havemann and West, op. cit., p. 235.

[4]United States Bureau of Census, "Number of Inhabitants, Louisiana," United States Census of Population: 1960, Final Report PC (1)-20A (Washington: Government Printing Office, 1961), pp. 7-8.

United States Census of Population: 1960
hington: Government Printing Office, 196

general population and 6.4 percent of the agricultural graduates. Little or no urban influences existed in the parishes of Assumption, Bienville, Caldwell, Cameron, Catahoula, Grant, La Salle, Livingston, Plaquemines, Point Coupee, Red River, Richland, Sabine, St. Helena, St. James, St. John, Tensas, Union, West Carroll and West Feliciana. Of the 786 graduates studies, 9.7 percent live in these parishes which also support 9.1 percent of the states' total population. The contention that college graduates tend to flock to the cities cannot be disputed. However, this is true only to the degree that these cities afford them opportunities which are relatively unavailable elsewhere.

States and foreign countries in which the graduates of the College of Agriculture are presently located are presented in Table XLII. Of the 786 graduates participating in this study, 524, or 66.7 percent, reside in the state of Louisiana and are distributed to some extent throughout the 64 parishes. Two hundred and sixty-one, or 33.2 percent, of the graduates now live in the other 49 states and one, or 0.1 percent lives in a foreign country. These facts can be compared favorably with those discussed in the report of the University of Minnesota in which almost two-thirds of its agricultural graduates resided in Minnesota and the surrounding states of Wisconsin, Iowa, South Dakota, and North Dakota.[5]

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[5]Department of Agriculture, University of Minnesota, "Preliminary Report on Occupational Placement Study of Graduates of the College of Agriculture, Forestry, Home Economics and Veterinary Medicine, University of Minnesota," Mimeographed Release (University of Minnesota, 1951), p. 4.

TABLE XLII

Distribution of the Graduates by State and Foreign Countries

State or Country	Number	Percent
Alabama	14	1.8
Arizona	4	0.5
Arkansas	24	3.0
California	8	1.0
Colorado	2	0.3
Connecticut	2	0.3
Florida	17	2.2
Georgia	10	1.3
Illinois	5	0.6
Indiana	1	0.1
Iowa	2	0.3
Kansas	4	0.5
Kentucky	1	0.1
Louisiana	524	66.7
Maine	1	0.1
Maryland	2	0.3
Massachusetts	1	0.1
Michigan	1	0.1
Mississippi	43	5.5
Missouri	5	0.6
Montana	1	0.1
Nebraska	2	0.3
New Jersey	2	0.3
New York	3	0.4
North Carolina	11	1.4
Ohio	3	0.4
Oklahoma	5	0.6
South Carolina	2	0.3
Tennessee	16	2.0
Texas	54	6.9
Utah	1	0.1
Virginia	9	1.1
Washington	1	0.1
West Virginia	1	0.1
Wisconsin	3	0.4
South Vietnam	1	0.1
TOTAL	786	100.0

These 261 graduates who left Louisiana found employment and homes in 35 of the other 49 states. The largest number - 54, or 6.9 percent - went to our second largest state, Texas. Mississippi with 43, or 5.5 percent, and Arkansas accounting for 24, or 3.0 percent, were second and third choices, respectively, of the graduates from the College of Agriculture. Seventeen alumni are now residents of Florida. Tennessee is the residence of 16 graduates while Alabama was chosen by 14 alumni as a state in which to work and live. The other states to which graduates have emigrated are: North Carolina, 11; Georgia, 10; Virginia, 9; California, 8; Illinois, Missouri, and Oklahoma each, 5; Arizona and Kansas, 4; New York, Ohio, and Wisconsin, 3 each; Colorado, Connecticut, Iowa, Maryland, Nebraska, New Jersey, and South Carolina, 2 each; and single graduates were found in Indiana, Kentucky, Maine, Massachusetts, Michigan, Montana, Utah, Washington, and West Virginia. There is little doubt that a portion of these graduates were originally from outside Louisiana and returned to their home states upon graduation. Comparisons may be made at this point with Galliano's study completed in 1960 concerning the graduates of Southwestern Louisiana Institute. In his study he found that 113, or 18.4 percent, of the 614 graduates studied had found residences in states other than Louisiana. Twenty-nine, or 23.6 percent, went to Texas and the second largest group of nine graduates lived in Mississippi.[6] Further comparison can be made with data presented by Jones' study which indicated that of the 662 graduates

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[6]Galliano, op. cit., p. 122.

studied, 144, or 21.8 percent, lived in states other than Louisiana. Texas was the state reported as the residence for 34, or 23.6 percent of these graduates, while 23 lived in Mississippi and 12 in Arkansas.[7]

The 1960 graduate of agricultural economics who has residence in South Vietnam was serving as a United States military advisor to the South Vietnam Government forces in their fight against communist' guerillas.

Institutions granting the first advanced degree to the graduates of the College of Agriculture are listed in Table XLIII with the number of degrees granted from 1946 to 1963. Louisiana State University granted advanced degrees to 79 percent of the graduates, while 24 other institutions granted degrees to the remaining 21 percent.

Graduates who were awarded advanced degrees between 1946 and 1951 earned them at six different institutions: Louisiana State University, University of Illinois, Oklahoma State University, Yale University, Duke University, and the University of Michigan with Louisiana State University awarding 45 of the 52 degrees granted. Graduates of the last ten-year period were awarded advanced degrees from 20 different institutions of higher learning. Yale University bestowed eight advanced degrees - the largest number granted by any one out-of-state institution.

The existing trend is for graduates of Louisiana State University to obtain their first advanced degree from Louisiana State University as indicated by the findings of this study. In 1952, Jones

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[7]John W. Jones, op. cit., p. 104.

TABLE XLIII

Institution Granting First Advanced Degree

Institution	1946-1951	1952-1957	1958-1963	Number	Percent
Louisiana State University	45	80	89	214	79.0
Northeast Louisiana State College	0	1	0	1	0.4
University of Illinois	1	1	1	3	1.1
Wisconsin	0	1	1	2	0.7
Oklahoma State University	1	0	0	1	0.4
Texas A. & M.	0	1	3	4	1.4
Auburn University	0	2	1	3	1.1
University of Maryland	0	2	0	2	0.7
Yale University	2	2	4	8	2.9
Duke University	2	4	1	7	2.6
University of Colorado	0	0	1	1	0.4
University of Idaho	0	0	1	1	0.4
University of Michigan	1	0	2	3	1.1
Mississippi Southern	0	0	2	2	0.7
University of the South	0	0	1	1	0.4
Texas Tech.	0	1	0	1	0.4
Michigan State University	0	0	1	1	0.4
Cornell University	0	0	2	2	0.7
Texas University	0	0	1	1	0.4
Ohio State University	0	0	1	1	0.4
Mississippi College	0	2	0	2	0.7
University of Arkansas	0	2	0	2	0.7
Loyola	0	0	1	1	0.4
Stephen F. Austin College	0	1	0	1	0.4
University of Wisconsin	0	0	1	1	0.4
North Carolina State College	0	0	1	1	0.4
Institution not named	0	2	2	4	1.4
TOTAL	52	103	118	271	100.0

reported that 71.7 percent of the graduates of the College of Agriculture at Louisiana State University received their first advanced degree from this same institution of higher learning.[8] In 1960, Galliano surveyed the graduates of the College of Agriculture at Southwestern Louisiana Institute from 1938 to 1958 and found that 57.2 percent of those receiving advanced degrees earned them at Louisiana State University.[9]

Table XLIV presents the types of advanced degrees earned by the College of Agriculture graduates in the various undergraduate curriculums. Of the 271 graduates who received advanced degrees, 128 earned a Master of Science; 56, a Master of Forestry; 31, a Master of Education; 3, a Master of Arts; 35, a Doctor of Philosophy; 4, a Doctor of Veterinary Medicine; 5, law degrees; 2, M.D. degrees, 1, a Doctor of Dental Surgery; 1, a Theology degree; and 2, an engineering degree, including chemical and mechanical.

Considerable variations exist in the percentage of graduates of the various departments who earn graduate degrees. Only 15.2 percent of the home economics graduates received advanced degrees, while 72.2 percent of the small number of agronomy graduates earned advanced degrees. All other majors except farm equipment management, ranged from 27.3 to 42.4 percent of their graduates receiving advanced degrees. Farm equipment management graduates received advanced degrees at the rate of 18.2 percent. The largest number of

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[8]Jones, op. cit., p. 99.

[9]Galliano, op. cit., p. 114.

TABLE XLIV

Advanced Degrees Earned by Graduates of the Various Major Undergraduate Fields

Major Field	Number Reporting	M.S. Only	M.S. & Ph.d	Ph.d. Only	M. Ed.	M.F. & Ph.d.	M.F.	M.A.	D.V.M.	Law	M.D.	D.D.S.	Theology	Mechanical Engineering	Chemical Engineering	Total Number	Total Percent
Agricultural Economics	49	7	5	0	2	0	0	0	0	0	0	0	0	0	0	15	30.6
Agronomy	18	10	2	0	0	0	0	0	0	0	0	0	0	0	1	13	72.2
Animal Industry	71	17	5	0	0	0	0	0	3	1	0	1	1	0	0	28	39.4
Dairying	35	9	2	0	0	0	0	0	0	0	1	0	0	0	0	12	34.3
Forestry	233	0	0	0	1	6	54	1	0	2	0	0	0	1	0	65	27.9
Farm Equipment Management	11	1	0	0	0	0	0	0	0	0	0	0	1	0	0	2	18.2
General Agriculture	65	8	3	1	2	1	1	0	1	0	1	0	1	1	0	20	30.8
Home Economics	118	15	0	0	2	0	0	1	0	0	0	0	0	0	0	18	15.2
Horticulture	33	8	3	1	1	0	1	0	0	0	0	0	0	0	0	14	42.4
Poultry	11	2	0	0	0	0	0	0	0	1	0	0	0	0	0	3	27.3
Vocational Agriculture Education	142	51	6	0	23	0	0	0	0	1	0	0	0	0	0	81	57.0
TOTAL	786	128	26	2	31	7	56	3	4	5	2	1	3	2	1	271	-

advanced degrees were awarded to graduates in vocational agricultural education with 81, or 57.0 percent; forestry majors received 65, or 27.9 percent, as the second largest group receiving advanced degrees.

Graduates who receive automatic increases in salary with the possession of an advanced degree, such as teachers, tend to earn these degrees in larger percentages than full-time farmers whose salary would not automatically increase as a result of an additional degree.

As illustrated in Table XLV, 34.4 percent of the College of Agriculture graduates who have received Doctor of Philosophy degrees earned them at Louisiana State University. Purdue, University of Illinois, and Wisconsin granted nine, or 28.3 percent, and the remaining 12 institutions bestowed only one Doctor of Philosophy degree on agricultural graduates from the College of Agriculture.

The largest number of doctorates, seven, were awarded to individuals studying in animal industry. Five, the next greatest number, were earned by graduates studying vocational agricultural education; agronomy awarded four doctorates to agricultural graduates. Lesser numbers were awarded by agricultural economics, botany, entomology, forestry, educational guidance and sociology. At the time of this study no doctorates had been received by the graduates in dairy, farm equipment management, general agriculture, home economics, and poultry.

TABLE XLV

Institution Granting the Doctor of Philosophy Degree*

Doctoral Institution	Agricultural Economics	Agronomy	Animal Industry	Botany	Entomology	Forestry	Educational Guidance	Horticulture	Sociology	Vocational Agriculture Education	Total Number	Total Percent
Cornell University	0	0	0	0	1	0	0	0	0	0	1	3.1
Duke University	0	0	0	0	0	1	0	0	0	0	1	3.1
Iowa State University	1	0	0	0	0	0	0	0	0	0	1	3.1
Kansas State University	0	0	0	0	1	0	0	0	0	0	1	3.1
Louisiana State University	1	2	1	1	0	0	2	0	1	3	11	34.5
Michigan State University	0	0	0	0	0	0	0	1	0	0	1	3.1
North Carolina State	0	0	1	0	0	0	0	0	0	0	1	3.1
Ohio State University	0	0	0	0	0	0	0	1	0	0	1	3.1
Oklahoma State University	0	0	1	0	0	0	0	0	0	0	1	3.1
Purdue	1	2	0	0	0	0	0	1	0	0	4	12.6
Texas A. & M. College	0	0	1	0	0	0	0	0	0	0	1	3.1

(Continued)

TABLE XLV (Continued)

Doctoral Institution	Agricultural Economics	Agronomy	Animal Industry	Botany	Entomology	Forestry	Educational Guidance	Horticulture	Sociology	Vocational Agriculture Education	Total Number	Total Percent
University of Illinois	0	0	2	0	0	0	0	0	0	1	3	9.4
University of Maryland	0	0	0	0	0	0	0	1	0	0	1	3.1
University of Tennessee	0	0	0	1	0	0	0	0	0	0	1	3.1
Yale University	0	0	0	1	0	0	0	0	0	0	1	3.1
Wisconsin	0	0	1	0	0	0	0	0	0	1	2	6.3
TOTAL	3	4	7	3	2	1	2	4	1	5	32	100.0

*There were no Ph.d degrees awarded in Dairying, Farm Equipment Management, General Agriculture, Home Economics, and Poultry.

Summary

In summary of the information on the pre-employment experiences of these graduates of the College of Agriculture, 2239 students were awarded Bachelor of Science degrees during the 15 years, 1946 through 1960. Of this group, 664 men and 122 women, or a total of 786 agricultural graduates, representing 35.1 percent of the total sample selected for study, returned completed questionnaires and constitute the basis of this study. Thirty-three, or 1.5 percent, of the alumni are deceased, accounting for a total of 819, or 36.6 percent of the 2239 alumni who graduated during these years.

Seventy-three and seven-tenths percent of the graduates studied were farm and rural non-farm reared, while 25.9 percent were reared in the city. One to four years of vocational agriculture were completed by 44 percent of these graduates in the public high schools.

Enrollment continued to increase in the College of Agriculture as reflected by the number of graduates until it reached a peak in 1950 when 311 students graduated; since that time enrollment has steadily declined to the point of granting only 102 degrees in 1960. Since 1960, the enrollment and number of students receiving degrees has increased considerably. Bachelor of Science degrees were awarded to 165 students in 1961 and to 127 students in 1962, which indicates an upswing in the number of students studying agriculture at Louisiana State University. During the period of study, graduates chose home economics, forestry, vocational agriculture education, general

agriculture and animal industry as their major field of study, in that order. Four women graduates received degrees from curriculums other than home economics. These women were graduates of general agriculture, poultry, animal industry, and horticulture.

Advanced degrees were received by 271, or 34.5 percent, of the graduates and 35 of these were Doctor of Philosophy degrees. Louisiana State University awarded 214, or 79.0 percent of these advanced degrees, 11 of which were Doctor of Philosophy degrees.

Two-thirds of the 786 alumni studied reside in the state of Louisiana. Thirty-three and two-tenths percent of the graduates live in 35 other states, and one graduate reported residence in a foreign country.

Graduates reported from each of Louisiana's 64 parishes. East Baton Rouge Parish, with 119, or 15.1 percent, of the individuals reporting, was the parish with the largest number and percent of graduates of the College of Agriculture. Rapides, Orleans, Tangipahoa, and Washington were the next most populated parishes with agricultural graduates.

CHAPTER IV

OCCUPATIONS, INCOME, FAMILY, AND MILITARY STATUS OF THE GRADUATES STUDIED

This chapter is divided into three sections - the first contains information concerning the occupations in which the agricultural graduates are engaged. The second deals with the salary or income earned by the graduates, and the third presents information concerning the family and military status of the graduate.

Occupations in Which the Agricultural Graduates are Distributed

Satisfactory post-college occupational adjustment is a major consideration in evaluating a college education. Selection of an occupation satisfying to the individual and contributing to maximum social well-being is of vital importance to the graduate, as well as to the faculty of the institution responsible for the alumnus' educational training.

The 786 agricultural graduates studied were engaged in 196 different occupations at the time of this study in 1962-63. In order to classify the graduates for further study, six categories were so defined that each graduate could be placed into a specific classification. The six categories are described below:

Farming

This occupational category includes all individuals whose primary occupation was farming - as owners, operators, partners or tenants. Graduates reporting farming as a second income to their major occupation are not included in this category.

Agricultural Business

The alumni included in this category are the owners of, or in businesses pertaining to the buying, processing, distributing, and selling of agricultural products and services. They are also engaged in the processing, manufacturing, and distributing of feed, fertilizer, seed, machinery, insecticides, and other products needed in modern farming operations.

Public Agricultural Services

All graduates who work for public agricultural agencies with the exception of those classified hereafter as administrators and those who are teaching, conducting research, or both, are included in this classification. Examples of these are employees of the United States Department of Agriculture, state, county and city departments of agriculture, including personnel of the Agricultural Extension Service, experiment stations, and college and university.

Administrators

This classification is composed of those individuals who hold administrative positions in public agricultural institutions and agencies of the federal, state, city, and parish governments. Administrative positions held in private corporations and businesses of private

citizens are also included in this broad classification.

Teaching and Research

This group is comprised of teachers of vocational agriculture, home economics, and general education in the high schools, junior colleges, and teachers of agricultural and other subjects in our colleges and universities. Also in this group are the scientists and technicians employed in agricultural research by industry, federal, state and local governments and by private citizens to develop new and better products and techniques.

Other Occupations

Those positions in the professions, business, service, manufacturing, and construction groups not directly related to agriculture which could not be classified in one of the five previous classifications are included in this category.

The occupations which these agricultural graduates held at the time of their response to this study are classified into one of six occupational categories in Table XLVI, by their major field of undergraduate study in college. Of the 786 graduates studied, 44, or 5.6 percent, were full-time farmers; 65, or 8.3 percent, were engaged in agricultural services; 164, or 20.9 percent were engaged in public agricultural services; 135, or 17.1 percent, were administrators; 151, or 20.7 percent, were either teaching or conducting research; and 217, or 27.6 percent, were in other occupations as shown in Table XLVIII.

TABLE XLVI

Present Occupational Fields of Graduates Distributed According to Majors

Major Field	Number Reporting	Farming		Agricultural Business		Public Agricultural Services		Administrative		Teaching and/or Research		Other Occupations	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Agricultural Economics	49	1	2.0	1	2.0	5	10.3	13	26.5	9	18.4	20	40.8
Agronomy	18	1	5.6	2	11.1	3	16.6	1	5.6	9	50.0	2	11.1
Animal Industry	71	17	23.9	5	7.0	20	28.2	1	1.4	9	12.7	19	26.8
Dairying	36	5	14.3	6	17.1	12	34.3	1	2.9	3	8.6	8	22.8
Forestry	233	2	0.9	22	9.4	56	24.1	90	38.6	31	13.3	32	13.7
Farm Equipment Management	11	2	18.2	1	9.1	1	9.1	0	0.0	1	9.1	6	54.5
General Agriculture	65	12	18.5	8	12.3	19	29.2	0	0.0	7	10.8	19	29.2
Home Economics	118	0	0.0	0	0.0	6	5.1	2	1.7	30	25.4	80	67.8
Horticulture	33	1	3.0	11	33.3	5	15.2	1	3.0	10	30.3	5	15.2
Poultry	11	0	0.0	3	27.3	3	27.3	0	0.0	1	9.1	4	36.3
Vocational Agriculture Education	142	3	2.1	6	4.2	34	23.9	26	18.3	51	35.9	22	15.6
TOTAL	786	44	5.6	65	8.3	164	20.9	135	17.1	161	20.7	217	27.6

Considerable interest has been shown in recent years by agricultural college and university personnel in the number of college graduates who return to the farm as full-time farmers. The results of this study indicate that 44, or 5.6 percent, of the graduates over a 15-year period are presently full-time farmers, which is considerably lower than the 18.6 percent reported by Shepardson in his study of 1,927 agricultural alumni of the Agricultural and Mechanical College of Texas in 1951. However, these results compare very favorably with a study Jones completed in 1952 concerning the College of Agriculture graduates from Louisiana State University from 1931 to 1940, in which he reported 40, or 6.1 percent, of the 662 graduates reporting, as full-time farmers.[1] Further comparison may be made with the results Galliano reported in 1960 when he found that 62, or 10.1 percent of the graduates of Southwestern Louisiana Institute from 1938 to 1958 were full-time farmers.[2] Animal Industry with 17 graduates, and general agriculture with 12, accounted for 29 of the graduates who were full-time farmers. All other departments, with the exception of poultry and home economics, had from one to five full-time farmers among their graduates.

Agricultural businesses were entered in highest percentages by graduates in horticulture and poultry, but in greatest numbers by forestry graduates. All other curriculums, with the exception of home economics, had graduates who were in agricultural businesses.

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[1]John W. Jones, op. cit., p. 127.

[2]Galliano, op. cit., p. 135.

The greatest percentage of graduates in the field of public agricultural services were alumni with a dairying major. They were followed closely by those in general agriculture, animal industry, and poultry. Farm equipment management majors were least likely to be found in the field of agricultural services.

Forestry graduates were most often found in administrative posts, followed by agricultural economics and vocational agricultural education majors. No administrative posts were reported among the graduates of farm equipment management, general agriculture, and home economics.

Teaching and research were most often pursued by graduates in agronomy, agricultural education, horticulture and home economics, and least followed by graduates in dairying, farm equipment management, and poultry.

In home economics, more graduates, 67.8 percent, were classified as having other occupations than any other single group of graduates, followed by farm equipment management and agricultural economics, respectively. Agronomy and forestry graduates were least likely to be classified in the "other" occupational group. Occupations in the "other" classification are shown in more detail in Table LXVIII.

From the results obtained, it appears that the training which the individual college graduates receive in the College of Agriculture prepared them for many different occupations, as is evidenced by the distribution of the graduates participating in this study. Even

though 78.2 percent of these graduates were farm and rural non-farm reared, they tend to establish careers in fields which are not associated with farm and rural life. Public agencies, administrative positions, and teaching and/or research positions were most favored by the agricultural graduates in this study.

Table XLVII presents data that are concerned with the occupational groups into which the graduates have been classified, by year of graduation. Graduates who reported full-time farming, 44, or 5.6 percent, were more prone to become established in this occupation during the last seven years of this study than during the eight previous years, even though not a single graduate in the 1957 class reported farming as his major occupation.

The percent who entered agricultural business each year during the 15-year period covered by this study varied from 3.2 percent in 1953 to a high of 12.3 percent in 1957 with a total of 65 graduates, or 8.3 percent, entering agricultural businesses as an occupational area.

Of the 786 alumni studied, 164, or 20.6 percent, are currently employed by public agricultural agencies. Thirty-two and five-tenths percent of the 1960 graduating class, the highest percentage tabulated, were in this field of employment. The 1957 class had only 10.5 percent of its graduates employed in public agricultural agencies. Excluding the 1957 and 1960 graduates, it is found that there is little variation between classes from the average of 20.7 percent for the 15-year period.

TABLE XLVII

Present Occupations of Graduates by Year of Graduation

Graduating Class	Number Reporting	Farming		Agricultural Business		Public Agricultural Services		Administrative		Teaching and/or Research		Other Occupations	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1946	28	1	3.6	2	7.1	5	17.8	4	14.3	8	28.6	8	28.6
1947	44	0	0.0	2	4.5	8	18.2	8	18.2	12	27.3	14	31.8
1948	76	5	6.6	7	9.2	18	23.7	17	22.4	18	23.6	11	14.5
1949	84	4	4.8	9	10.7	21	25.0	20	23.8	12	14.3	18	21.4
1950	93	2	2.2	9	9.7	21	22.6	23	24.7	20	21.5	18	19.3
1951	58	1	1.7	2	3.4	11	19.0	8	13.8	17	29.3	19	32.8
1952	47	4	8.5	3	6.4	11	23.4	7	14.9	8	17.0	14	29.8
1953	31	0	0.0	1	3.2	6	19.4	5	16.1	8	25.8	11	35.5
1954	44	7	15.9	2	4.5	9	20.5	5	11.4	6	13.6	15	34.1
1955	33	3	9.1	2	6.1	8	24.2	4	12.1	4	12.1	12	36.4
1956	56	4	7.1	6	10.7	9	16.1	8	14.3	6	10.7	23	41.1
1957	57	0	0.0	7	12.3	6	10.5	7	12.3	18	31.6	19	33.3
1958	48	7	14.6	7	14.6	9	18.7	5	10.5	9	18.7	11	22.9
1959	47	2	4.3	2	4.3	9	19.1	8	17.0	10	21.3	16	34.0
1960	40	4	10.0	4	10.0	13	32.5	6	15.0	5	12.5	8	20.0
TOTAL	786	44	5.6	65	8.3	164	20.9	135	17.1	161	20.5	217	27.6

The years 1950, 1949, and 1948 showed more graduates in administrative posts than was true for the other years studied; 1958 showed the least number of graduates in this field. No class, however, had less than 10 percent of its graduates in administrative positions and distribution was fairly wellspread among the classes.

Percentagewise, teaching and/or research claimed more agricultural graduates in 1957 and less from the 1956 graduating class. During 1946 to 1952, graduates were engaged in teaching and/or research to a greater degree than was true for the remaining years, with the exception of 1957 and 1953, when graduates entered the profession by 31.6 percent, and 25.8 percent, respectively.

The percentage of graduates entering fields classified in the broad category of "other" occupations was about the same as the average for the 15-year period - 27.6 percent. However, one year, 1948, was appreciably lower than the average with 14.5 percent and one year, 1956, was much higher than the average, with 41.1 percent of its graduating class in the "other" occupations category.

Since their graduation, a large number of alumni have entered occupations which, according to the system of classification used in this study, were by necessity included in the "other" category as illustrated in Table XLVIII. Housewives accounted for 63 of the 217 graduates classified in this category and represented 29.0 percent of the entire group. Miscellaneous non-agricultural workers, United States Armed Services career officers and industrial and business management personnel were the next three largest areas of employment

TABLE XLVIII

Present "Other" Positions Reported

Type of Position	Number	Percent
Agricultural Salesmen	4	1.8
Bankers	4	1.8
Bookkeepers	6	2.8
Chemical Engineer	1	0.5
Doctors (M.D. and DDS)	3	1.4
Graduate students	9	4.1
Housewives	63	29.0
Industrial and Business Management	26	12.0
Industrial Technicians	14	6.5
Lawyers	5	2.3
Ministers	3	1.4
Non-agricultural business	8	3.7
Non-agricultural salesmen	15	6.9
United States Armed Services	23	10.6
Miscellaneous-non agricultural work	33	15.2
TOTAL	217	100.0

for agricultural graduates and, when added to the number of housewives, accounted for 145, or 66.7 percent, of the "other" occupational areas.

The number of agricultural graduates who later became doctors of medicine or dentistry, engineers, lawyers, ministers, and bankers, amounted to 16, or 7.4 percent, of the 217 graduates in this category, and just 2.0 percent of the 786 graduates reporting.

The classification of jobs held by graduates according to types of present employment, as listed in Table XLIX, shows that 397, or 50.5 percent of the graduates are public employees; 249, or 31.7 percent, are self-employed. These findings compare very favorably with results reported by Jones at Oklahoma State University in which he found 52 percent publicly employed, 25 percent privately employed, and 15 percent self-employed in 1960.[3]

The highest percent of graduates employed by public agricultural agencies graduated in 1946 and the smallest percent in 1956. Although the size of the graduating classes fluctuated from year to year, just as was true for those hired into public employment, the percent has remained fairly constant at approximately 50 percent over the 15-year period.

Graduates entering private employment ranged from a low of 14.3 percent in 1946 to a high of 45.0 percent in 1960. Considerable variation above and below the average of 31.7 percent is clearly evident but cannot be explained satisfactorily.

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[3]Randall J. Jones, op. cit., p. 10.

TABLE XLIX

Types of Present Employment

Graduating Class	Number Reporting	Public		Private		Self		No Reply	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
1946	28	18	64.3	4	14.3	3	10.7	3	10.7
1947	44	26	59.1	10	22.7	6	13.6	2	4.6
1948	76	44	57.9	19	25.0	11	14.5	2	2.6
1949	84	43	51.2	27	32.1	12	14.3	2	2.4
1950	93	44	47.3	33	35.5	12	12.9	4	4.3
1951	58	30	51.7	17	29.3	8	13.8	3	5.2
1952	47	20	42.6	16	34.0	7	14.9	4	8.5
1953	31	15	48.4	11	35.5	1	3.2	4	12.9
1954	44	21	47.7	9	20.5	11	25.0	3	6.8
1955	33	18	54.5	11	33.3	3	9.2	1	3.0
1956	56	21	37.5	25	44.6	9	16.1	1	1.8
1957	57	30	52.6	20	35.1	6	10.5	1	1.8
1958	48	22	45.8	15	31.3	9	18.8	2	4.1
1959	47	29	61.7	14	29.8	1	2.1	3	6.4
1960	40	16	40.0	18	45.0	4	10.0	2	5.0
TOTAL	786	397	50.5	249	31.7	103	13.1	37	4.7

The year 1954 had the highest percent of graduates who were self-employed; 1959 had the lowest percent. As the length of time from graduation increased, the percent of graduates reporting self-employment tended to increase also.

The types of present employment engaged in by the agricultural graduates are reported by major field of undergraduate study in Table L. Agricultural education, agronomy, and horticulture had the highest percent of graduates in public employment. In most cases, graduates in agricultural education were teachers of vocational agriculture in public secondary schools, while those in agronomy and horticulture held academic positions on college staffs as instructors and professors. Small percentages of these graduates were employed by the United States Department of Agriculture and city governing bodies. Graduates in farm equipment management were least likely to become public servants.

Agricultural economics and forestry graduates were found in the greatest percentages in private employment. Those least likely to be in this field were horticulture, agronomy and agricultural education majors. Agricultural economics graduates were found in private businesses and corporations in management positions; forestry graduates were employed by large pulp and paper companies and also by private land-owners. Graduates in horticulture, agronomy, and agricultural education who were in private employment were employed mostly as nursery managers, farm managers, plantation managers, agricultural salesmen and managers of agricultural businesses.

TABLE L

Types of Present Employment Reported, Distributed by Undergraduate Major

Major Field	Number Reporting	Public		Private		Self		No Reply	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Agricultural Economics	49	17	34.7	25	51.0	7	14.3	0	0.0
Agronomy	18	13	72.2	2	11.1	3	16.7	0	0.0
Animal Industry	71	32	45.1	22	31.0	17	23.9	0	0.0
Dairying	35	17	48.6	10	28.6	8	22.8	0	0.0
Forestry	233	96	41.2	117	50.2	18	7.7	2	0.9
Farm Equipment Management	11	3	27.3	4	36.4	3	27.3	1	9.0
General Agriculture	65	27	41.5	17	26.2	21	32.3	0	0.0
Home Economics	118	52	44.1	28	23.7	4	3.4	34	28.8
Horticulture	33	20	60.6	3	9.1	10	30.3	0	0.0
Poultry	11	4	36.4	4	36.4	3	27.2	0	0.0
Vocational Agriculture Education	142	116	81.7	17	12.0	9	6.3	0	0.0
TOTAL	786	397	50.5	249	31.7	103	13.1	37	4.7

General agriculture graduates were the most prevalent in self-employment. Of the 103 graduates who were self-employed, farming and agricultural businesses were the major occupational areas.

Presented in Table LI are the occupational areas of graduates with advanced degrees. One or more advanced degrees had been earned by 271, or 34.5 percent, of the 786 graduates when this study was conducted. Of the 271 graduates with advanced degrees, two were farming, nine were engaged in agricultural businesses, 44 were employees of public agricultural agencies, 95 held administrative posts, 99 were either teaching and/or conducting research, and 21 were by necessity classified into a group listed as "other" occupations. In comparing the 34.5 percent who earned advanced degrees during this period, we find that it is below the 49 percent reported by Douglass[4] in his 15-year study of East Texas State Teachers College graduates from 1938 to 1953, and higher than the 20.7 percent reported by Jones[5] in his study concerning graduates from the College of Agriculture at Louisiana State University between 1931 and 1940.

Graduates with advanced degrees were least likely to be engaged in farming and agricultural businesses and most likely to be found in public agricultural services, holding public or private administrative posts and teaching or conducting research, or both.

The "other" occupational group included two general contractors, one professional photographer, three Doctors of Veterinary Medicine,

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[4]Douglass, op. cit., p. 50.

[5]John W. Jones, op. cit., p. 96.

TABLE LI

Present Occupational Areas of Graduates with Advanced Degrees

Advanced Degree	Number Reporting	Farming	Agricultural Business	Public Agricultural Services	Administrative	Teaching and/or Research	Other Occupations
M.S.	128	1	1	28	36	57	5
M.S. & Ph.d.	26	0	0	2	10	14	0
Ph.d. only	2	0	0	0	1	1	0
M. Ed.	31	1	0	1	18	10	1
M.F. & Ph.d.	7	0	0	1	2	4	0
M.F.	56	0	8	12	26	8	2
M.A.	3	0	0	0	2	1	0
D.V.M.	4	0	0	0	0	1	3
Law	5	0	0	0	0	0	5
M.D.	2	0	0	0	0	0	2
DDS	1	0	0	0	0	0	1
Theology	3	0	0	0	0	0	3
Mechanical Engineering	2	0	0	0	0	2	0
Chemical Engineering	1	0	0	0	0	1	0
TOTAL	271	2	9	44	95	99	21

five lawyers, two Doctors of Medicine, one Dentist, three ministers, three agricultural salesmen, and five insurance agents or executives.

Teaching positions accepted upon graduation from the College of Agriculture are shown in Table LII. Of the 160 who accepted initial employment as teachers, 68, or 42.5 percent, were teachers of vocational agriculture and 53, or 33.1 percent, were teachers of home economics. College or university teaching positions were reported by the fewest number of graduates, with 11, or 6.9 percent, of those entering teaching. Other public school teaching positions claimed 16 graduates and 12 were hired by parochial schools.

TABLE LII

Types of Teaching Positions Accepted upon Graduation

Teaching Position	Number	Percent	Rank
College or University	11	6.9	5
Home Economics	53	33.1	2
Vocational Agriculture	68	42.5	1
Other Public Schools	16	10.0	3
Parochial Schools	12	7.5	4
TOTAL	160	100.0	-

The decrease in the number of agricultural graduates employed as teachers at all levels for all subject areas is apparent when considering the 160 who entered the teaching profession as reported in this study, compared to 261 reported by Jones[6] in 1952 as having

[6]John W. Jones, op. cit., p. 116.

entered the teaching profession from 1931 to 1940, based on his study conducted at Louisiana State University.

The present teaching positions reported by 115 agricultural graduates are presented in Table LIII. College and university teaching positions are presently enjoyed by 34, or 29.6 percent of the graduates, whereas only 11, or 6.9 percent, had reported such positions immediately following graduation. The number of graduates reporting present employment as teachers of vocational agriculture, 26, and home economics, 20, were greatly reduced from the 68 and 53 graduates who had reported these positions immediately following graduation. Of the 115 graduates presently teaching, 65 are employed in public elementary and secondary schools, 34 in colleges and universities, and 16 in parochial schools.

TABLE LIII

Present Teaching Jobs Reported by the Graduates

Teaching Position	Number	Percent	Rank
College or University	34	29.6	1
Home Economics	20	17.4	3
Vocational Agriculture	26	22.6	2
Other Public Schools	19	16.5	4
Parochial Schools	16	13.9	5
TOTAL	115	100.0	-

The trend seems to exist for graduates to use teaching positions as stepping stones to other occupations, as indicated by the differences between those reporting initial employment, 160, and the number

reporting teaching positions as their present occupation, 115, or a loss of 45 teaching positions over a 15-year period.

At the time of this study, 55 agricultural graduates were employed in agricultural extension positions, as shown in Table LIV. Of the total, 46, or 83.6 percent, were county agricultural extension agents, six were extension specialists, and three were county home demonstration agents.

TABLE LIV

Present Agricultural Extension Positions Reported

Type of Position	Number	Percent
County Agricultural Extension Agents	46	83.6
Extension Specialists	6	10.9
County Home Demonstration Agents	3	5.5
TOTAL	55	100.0

The county agricultural extension agents were employed in the different parishes of Louisiana, or counties of other states. These men were classified as assistant county agents, associate county agents, and county agents.

The six men who were extension specialists held such positions as district program specialist, recreation specialist, training specialists, and director of extension personnel.

The three women county home demonstration agents were assistant, associate, and home demonstration agent, respectively. All three were employed in Louisiana, and two of them were in the same parish.

Research positions were reported by 46 agricultural graduates in ten different fields, as indicated in Table LV, at the time this study was conducted. Forestry graduates represented 20, or 43.5 percent, of all research positions. These forestry researchers were either employed by colleges and universities or by forestry agencies of the state and federal government. Graduates of agricultural economics, agronomy, animal industry, entomology, home economics, horticulture, poultry, plant pathology, and veterinary science reporting research positions were all employed by colleges or universities.

TABLE LV

Present Research Positions Reported

Type of Research	Number	Percent
Agricultural Economics	5	10.9
Agronomy	6	13.0
Animal Industry	4	8.8
Entomology	2	4.3
Forestry	20	43.5
Home Economics	2	4.3
Horticulture	3	6.5
Poultry	1	2.2
Plant Pathology	2	4.3
Veterinary Science	1	2.2
TOTAL	46	100.0

In 1952, Jones reported that 25 graduates from the College of Agriculture at Louisiana State University from 1931 to 1940 were employed to conduct full-time research in agronomy, animal industry, entomology, forestry, horticulture, and plant pathology, with the largest percent conducting research in agronomy, and the smallest percent in forestry.[7] Since that time, increased emphasis has been placed upon the number of graduates employed to conduct research, as can be seen when comparing the 25 that Jones reported as research personnel and the 46 who reported research positions in this study.

The types of farming engaged in by full-time farmers are shown in Table LVI. Of the 44 full-time farmers reporting, 12, or 27.3 percent, were raising beef cattle; 11, or 25.0 percent, were cotton farmers; 6, or 13.6 percent, were dairy farmers; one, or 2.3 percent, had a combination poultry and strawberry farm; five, or 11.4 percent, were rice farmers; six, or 13.6 percent, were sugarcane farmers; one, or 2.3 percent, was tree farming; and two, or 4.5 percent, were truck farming.

This discussion of full-time farmers by no means adequately describes the degree to which the 786 agricultural graduates are engaged in farming activities. According to data presented in Table LVII, 222, or 28.2 percent of the 786 graduates studied operate agricultural land, but they did not indicate it as their major occupation. All of the 44 full-time farmers owned land, although 18 rented additional acreages.

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[7]John W. Jones, op. cit., p. 139.

TABLE LVI

Types of Farming Engaged in by Full-time Farmers

Type of Farming	Number	Percent
Beef Cattle	12	27.3
Cotton	11	25.0
Dairy	6	13.0
Poultry and Strawberries	1	2.3
Rice	5	11.4
Sugarcane	6	13.6
Tree farming	1	2.3
Truck crops	2	4.5
TOTAL	44	100.0

Distribution by undergraduate major of agricultural graduates who operate farm land is shown in Table LVII. Of the 786 graduates participating in this study, 222, or 28.2 percent, operated farm land; 519, or 66.1 percent, were non-operators of farm land; and 45, or 5.7 percent, failed to answer the question. Of the 222 graduates who operate farm land, 107, or 13.6 percent, were owners and operators; 45, or 5.7 percent, were renters and operators; and 69, or 8.9 percent, owned farm land but rented it to others.

The 78 agricultural education majors constituted the largest single group of graduates who operate farm land. Graduates in forestry and animal industry were the second and third largest groups operating farm land. As would be expected, the least percentage of graduates operating farm land were horticulture and home economics majors.

TABLE LVII

Distribution by Undergraduate Major of Graduates who Operate Farm Land

Major Field	Number Reporting	Owners and Operators		Renters and Operators		Own Land but Rent to Others		Total Operators of Farm Land		Total Non-operators of Farm Land		No Reply	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Agricultural Economics	49	8	16.3	2	4.1	6	12.2	16	32.7	28	57.1	5	10.2
Agronomy	18	3	16.7	2	11.1	1	5.6	6	33.3	12	66.6	0	0.0
Animal Industry	71	14	19.7	11	15.5	6	8.5	31	43.7	37	52.1	3	4.2
Dairying	35	2	5.7	3	8.6	3	8.6	8	22.9	25	71.4	2	5.7
Forestry	233	24	10.3	4	1.7	8	3.4	37	15.9	190	81.5	6	2.6
Farm Equipment Management	11	2	18.2	2	18.2	3	27.3	7	63.6	3	27.3	1	9.1
General Agriculture	65	10	15.4	8	12.3	3	4.6	21	32.3	43	66.2	1	1.5
Home Economics	118	5	4.2	0	0.0	7	5.9	12	10.2	90	76.3	16	13.5
Horticulture	33	1	3.0	1	3.0	2	6.0	4	12.1	28	84.8	1	3.0
Poultry	11	2	18.2	0	0.0	0	0.0	2	18.2	9	81.8	0	0.0
Vocational Agriculture Education	142	36	25.4	12	8.5	30	21.1	78	54.9	54	38.0	10	7.0
TOTAL	786	107	13.6	45	5.7	69	8.8	222	28.2	519	66.1	45	5.7

The size of farms owned by graduates is indicated by data presented in Table LVIII, by undergraduate major. Of the 107 farms owned by graduates, 34 were owned by individuals who had majored in agricultural education; the next largest number, 25, were owned by forestry graduates. All of the 34 farms owned by agricultural education majors were used for crop or cattle production, whereas 19 of the 25 farms owned by forestry majors were producing only timber. The size of all farms ranged from a five acre strawberry and poultry farm near Hammond to a 1500-acre cotton plantation in Natchitoches Parish. Three undergraduate majors - agronomy, poultry, and animal industry - had graduates who owned farms averaging over 400 acres in size. There were nine farms owned by graduates which had over 1000 acres, all of which were located in Louisiana. The average size of farm owned by graduates in this study was 338 acres; this is considerably larger than the 139 acres reported by Curtis as the average size farm in Louisiana.[8]

The distribution by graduating classes of the agricultural graduates who operate farm land is given in Table LIX. Of the 786 graduates studied, 222, or 28.2 percent, operate farm land as owners and operators, renters and operators, or as owners and renting to others. Of considerable significance is the fact that 519, or 66.1 percent, of the agricultural graduates had no ties with farm land as far as ownership is concerned at the time of this study.

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[8]Walter B. Curtis, "Statistical Data and Trends in the Agriculture of Louisiana" (mimeographed pamphlet, Department of Agricultural Economics, Louisiana State University, 1962).

TABLE LVIII

Size of Farms Owned by the Graduates

Major Field	Number Reporting	Acres Owned by the Graduates									Average Size of Farm Owned (Acres)	Total Farms Owned	No Reply
		0	1 to 25	26 to 75	76 to 200	201 to 400	401 to 600	601 to 800	801 to 1000	Over 1000			
Agricultural Economics	49	39	1	1	0	3	2	0	0	1	370	8	2
Agronomy	18	15	0	0	0	1	0	0	0	2	766	3	0
Animal Industry	71	55	1	4	1	3	1	2	0	3	411	15	1
Dairying	35	32	0	0	1	1	0	0	0	0	225	2	1
Forestry	233	205	0	6	10	4	2	0	1	2	276	25	3
Farm Equipment Management	11	8	0	1	0	0	1	0	0	0	275	2	1
General Agriculture	65	54	2	0	1	3	2	0	1	1	398	10	1
Home Economics	118	100	1	1	3	0	0	0	0	0	103	5	13
Horticulture	33	31	0	0	1	0	0	0	0	0	167	1	1
Poultry	11	9	0	1	0	0	0	0	1	0	475	2	0
Vocational Agriculture Education	142	102	1	14	10	7	2	0	0	0	156	34	6
TOTAL	786	650	6	28	27	22	10	2	3	9	-	107	29

TABLE LIX

Distribution by Classes of Graduates Who Operate Farm Land

Graduating Class	Number Reporting	Owners and Operators		Renters and Operators		Own Farm Land but Rent it to Others		Total Operators of Farm Land		Total Non-operators of Farm Land		No Reply	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1946	28	5	17.9	1	3.6	6	21.4	12	42.9	13	46.3	3	10.7
1947	44	9	20.5	4	9.1	5	11.4	18	40.9	23	52.3	3	6.8
1948	76	17	22.4	8	10.5	8	10.5	34	44.7	35	46.1	7	9.2
1949	84	12	14.3	5	6.0	10	11.9	28	33.3	52	61.9	4	4.8
1950	93	15	16.1	3	3.2	7	7.5	25	26.9	63	67.7	5	5.4
1951	58	6	10.3	1	1.7	8	13.8	15	25.9	39	67.2	4	6.9
1952	47	4	8.5	1	2.1	7	14.9	12	25.5	32	68.1	3	6.4
1953	31	2	6.5	0	0.0	4	12.9	6	19.4	23	74.2	2	6.5
1954	44	11	25.0	5	11.4	3	6.8	18	40.9	24	54.5	2	4.5
1955	33	2	6.1	3	9.1	0	0.0	5	15.2	27	81.8	1	3.0
1956	56	7	12.5	3	5.4	6	10.7	16	28.6	39	69.6	1	1.8
1957	57	8	14.0	3	5.3	1	1.8	12	21.0	42	73.7	3	5.3
1958	48	4	8.3	5	10.4	2	4.2	11	22.9	34	70.8	3	6.3
1959	47	2	4.3	0	0.0	1	2.1	3	6.4	41	82.3	3	6.4
1960	40	3	7.5	3	7.5	1	2.5	7	17.5	32	80.0	1	2.5
TOTAL	786	107	13.6	45	5.7	69	8.8	222	28.2	519	66.1	45	5.7

Of the graduates who reported, 44.7 percent of the 1948 class were farm operators and only 6.4 percent in the 1959 class were classified in this category. In almost every case it is the older graduates who operate the greatest portion of farm land. The primary reason for this seems to be the lack of capital following graduation and several years are needed by the graduate to accumulate savings for the purchase of farm land. Recent graduates who are operators of large farms are usually engaged in family partnerships, or have inherited property from relatives.

The size of farms owned and operated by the agricultural graduates in this study is presented in Table LX, by graduating class. Although only 44 graduates indicated that they were full-time farmers, as shown in Table XLVI, 107 graduates owned and were operating farms when this study was conducted. The difference between the number of full-time farmers, 44, and the 107 who own and operate farms, amounted to 63 graduates who had other jobs which they considered of more importance and operated the farms on the side.

There seems to be no intelligible pattern between the size of farms owned and the year of graduation. The average size of farm of the 1950 class was 101 acres, while graduates of the 1959 class reported owning farms which averaged as much as 575 acres. As the length of time from graduation increases, the number of farms increase, but not necessarily the size. Indications are that those graduates who engage in full-time farming activities, as a rule, own 400 or more acres of land and rent additional acreages. Four of the

TABLE LX

Size of Farms Owned and Operated by the Graduates

Graduating Class	Report-ing	Acres Owned by the Graduates									Average Size of Farm Owned (Acres)	Total Farms Owned	No Reply
		0	1 to 25	26 to 75	76 to 200	201 to 400	401 to 600	601 to 800	801 to 1000	Over 1000			
1946	28	23	0	0	2	1	1	1	0	0	360	5	0
1947	44	34	0	3	2	3	0	0	0	1	261	9	1
1948	76	53	1	1	4	8	1	0	1	1	321	17	6
1949	84	68	1	5	0	3	2	0	0	1	263	12	4
1950	93	74	1	6	8	0	0	0	0	0	101	15	4
1951	58	49	1	3	1	1	0	0	0	0	102	6	3
1952	47	41	0	0	2	0	1	0	0	1	450	4	2
1953	31	28	0	0	1	1	0	0	0	0	225	2	1
1954	44	31	2	0	1	3	1	0	2	2	489	11	2
1955	33	31	0	1	1	0	0	0	0	0	100	2	0
1956	56	49	0	3	1	2	0	0	0	1	271	7	0
1957	57	46	0	4	2	0	2	0	0	0	187	8	3
1958	48	42	0	1	1	0	1	1	0	0	350	4	2
1959	47	44	0	0	1	0	0	0	0	1	575	2	1
1960	40	37	0	1	0	0	1	0	0	1	516	3	0
TOTAL	786	650	6	28	27	22	10	2	3	9	-	107	29

nine largest farms were used to raise cattle, three to grow sugarcane, and two were cotton farms.

The time at which the graduates made their decision to enter their present occupations is shown in Table LXI. Of the total, 262, or 33.4 percent, indicated that this important decision was made before they enrolled in college. Times other than prior to college, during, or immediately after college were indicated by 130, or 16.5 percent of the graduates. After military service was the third choice of graduates in indicating when they made their decision to enter their present occupations. These results may be compared with those reported by Jones[9] at Oklahoma State University in 1960. In this study he found that 21 percent of 1527 graduates reporting indicated that they made the decision to enter their present occupation before entering college. Even within the answers given, it is suspected by the writer that the availability of employment played a major role in the time of and selection of an occupation. Due to the fact that the choices of entering their present occupation varied over such a period of time might suggest that natural aptitude for the work is most important in occupational selections.

Factors which the agricultural graduates indicated as having influenced them in the selection of a career are shown by the data in Table LXII. The results indicate that a natural liking and aptitude for work ranked first among graduates in their choice of a career,

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[9]Randall J. Jones, op. cit., p. 17.

TABLE LXI

Time of Decision to Enter Present Occupation

Time of Decision	Number	Percent of Total	Rank
Prior to College	262	33.4	1
During First Year of College	75	9.5	4
During Second Year of College	48	6.1	7
During Third Year of College	27	3.4	8
During Fourth Year of College	53	6.7	6
Immediately After Graduation	70	8.9	5
After Military Service	98	12.5	3
Other Times	130	16.5	2
No Indication	23	3.0	-
TOTAL	786	100.0	-

while experiences in the career area ranked second, and availability of employment ranked a very close third among the ten items listed. Counsel of college advisor and counsel of college teachers were considered by the graduates to have been of least influence to them in the selection of a career.

The persons or experiences indicated by graduates as having influenced them in the selection of a career are shown by data in Table LXIII. When asked to rank in 1, 2 sequence the person or experiences influencing the selection of a career, the graduates indicated that a college instructor or instructors yielded the greatest influence, while orientation courses were given least credit in influencing them. Part-time employment experiences and personal advisor

TABLE LXII

Factors Influencing Selection of Career

Factors	Total Responses	Percent of Total	Rank
Parents' Desires and Approval	235	10.0	4
Influence of close Relatives	146	6.2	6
Counsel of Elementary School Teacher	78	3.3	8
Successes in High School	85	3.6	7
Experiences in College	76	3.2	9
Counsel of College Teacher	70	3.0	10
Counsel of College Advisor	66	2.8	11
Availability of Employment	287	12.2	3
Experience in Career Area	288	12.2	2
Natural Liking and Aptitude for Work	585	24.8	1
Other	151	6.4	5
No Indication	291	12.3	-
TOTAL	2,358	100.0	-

TABLE LXIII

Persons or Experiences Influencing Selection of Career

Person or Experience	Number of Indications	Percent of Total	Rank
Orientation courses	20	1.3	9
Aptitude tests	53	3.4	7
Personal Advisor or Counselor	162	10.3	3
College Instructor or Instructors	351	22.3	1
A particular course	110	7.0	6
Student Associations or student contacts	144	9.2	4
Experience in Student Organizations	38	2.4	8
Part-time Employment Experiences	269	17.1	2
Other	135	8.6	5
No Indication	290	18.4	-
TOTAL	1,572	100.0	-

or counselor of the graduates were the two items ranked second and third.

Graduates of the various undergraduate curriculums were asked to indicate the relationship between their college major and their present occupation, the results of which are presented through data shown in Table LXIV. The information indicated that 619, or 78.8 percent, of the agricultural alumni were following a career in the area of their major in college, or were employed in an area closely related to it. In the production departments, such as agronomy, animal industry, dairy, horticulture, and poultry, agronomy ranked first and dairy last in regard to the relation of the undergraduate major to present occupation. The more professional departments of forestry, home economics, and agricultural education showed a high percentage of graduates following careers directly related to the field of their undergraduate study.

The relationship which exists between the graduate's present position and his major field of undergraduate study in college is shown in the data presented in Table LXV. Of the 786 graduates in the study, 435, or 55.4 percent, indicated that they were employed in the exact area of their undergraduate training; 184, or 23.4 percent, indicated that they were in occupations related to their college major; only 145, or 18.4 percent, indicated that they were employed in fields totally unrelated to their college major; 22, or 2.8 percent, of the alumni did not see fit to answer the question. These data can be compared with results of a study conducted by Jones at

TABLE LXIV

Relationship of College Major to Present Occupation

Major Field	Number Reporting	Working in Major Field		Not Related to Major Field		Related to Major Field		No Reply	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Agricultural Economics	49	21	42.9	13	26.5	13	26.5	2	4.1
Agronomy	18	15	83.3	2	11.1	1	5.6	0	0.0
Animal Industry	71	32	45.1	15	21.1	23	32.4	1	1.4
Dairying	35	13	37.1	10	28.6	12	34.3	0	0.0
Forestry	233	167	71.6	33	14.2	33	14.2	0	0.0
Farm Equipment Management	11	6	54.5	3	27.3	2	18.2	0	0.0
General Agriculture	65	28	43.1	18	27.7	17	26.2	2	3.0
Home Economics	118	65	55.1	10	8.5	31	26.3	12	10.1
Horticulture	33	23	69.7	7	21.2	3	9.1	0	0.0
Poultry	11	5	45.5	2	18.2	3	27.3	1	9.0
Vocational Agriculture Education	142	60	42.3	32	22.5	46	32.4	4	2.8
TOTAL	786	435	55.4	145	18.4	184	23.4	22	2.8

TABLE LXV

Graduates Reporting Their Present Career in the Same Field as Their Undergraduate Major by Years

Graduating Class	Number Reporting	Yes		No		Related Field		No Reply	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
1946	28	16	57.1	4	14.3	6	21.4	2	7.2
1947	44	25	56.8	10	22.7	9	20.5	0	0.0
1948	76	49	64.5	9	11.8	16	21.1	2	2.6
1949	84	42	50.0	14	16.7	26	31.0	2	2.4
1950	93	52	55.9	12	12.9	26	28.0	3	3.2
1951	58	33	56.0	14	24.1	9	15.5	2	3.4
1952	47	20	42.6	9	19.1	14	29.8	4	8.5
1953	31	16	51.6	8	25.8	6	19.4	1	3.2
1954	44	29	65.9	10	22.7	5	11.4	0	0.0
1955	33	13	39.4	9	27.3	11	33.3	0	0.0
1956	56	25	44.6	12	21.4	16	28.6	3	5.4
1957	57	29	50.9	15	26.3	12	21.1	1	1.8
1958	48	30	62.5	5	10.4	12	25.0	1	2.1
1959	47	26	55.3	10	21.3	11	23.4	0	0.0
1960	40	30	75.0	4	10.0	5	12.5	1	2.5
TOTAL	786	435	55.4	145	18.4	184	23.4	22	2.8

Oklahoma State University in 1960. Of the 1524 graduates reporting, 832, or 54 percent, were employed in their major field; 427, or 28 percent, worked in related fields; and 237, or 15 percent, worked in non-related fields of employment.[10]

The number of graduates who enter occupations unrelated to their college undergraduate major varies from four in 1946 and 1960 to a high of 15 in 1957 and averaged only 9.6 graduates per year who enter non-related fields of employment over the 15-year period covered by this study. On the basis of these data, it appears that agricultural alumni make wise choices in selecting their major field of undergraduate study and later employment, as is evidenced by the fact that 78.8 percent are still employed in work areas directly related to their major field or in areas closely related to their major field of undergraduate study several years after graduation.

Data relative to changes made by alumni in thier major field of work since graduation are presented in Table LXVI, by undergraduate curriculums. The fact that 309, or 39.3 percent of the graduates have changed fields of work since graduation and have met with varying degrees of success as described in this study indicates that the training they received while in college prepared them for a great variety of occupations. Changes in employment from the area related to their undergraduate major was reported most often by graduates in agricultural economics, poultry, general agriculture, and agricultural

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[10]Randall J. Jones, op. cit., p. 18.

TABLE LXVI

Graduates Indicating a Change in Their Major Field of Work Since Graduation

Major Field	Number Reporting	Change		No Change		No Reply	
		Number	Percent	Number	Percent	Number	Percent
Agricultural Economics	49	27	55.1	21	42.9	1	2.0
Agronomy	18	2	11.1	16	88.9	0	0.0
Animal Industry	71	25	35.2	45	63.4	1	1.4
Dairying	35	17	48.6	18	51.4	0	0.0
Forestry	233	70	30.0	158	67.8	5	2.2
Farm Equipment Management	11	5	45.5	6	54.5	0	0.0
General Agriculture	65	35	53.8	30	46.2	0	0.0
Home Economics	118	39	33.1	68	57.6	11	9.3
Horticulture	33	11	33.3	22	66.7	0	0.0
Poultry	11	6	54.5	4	36.4	1	9.1
Vocational Agriculture Education	142	72	50.7	67	47.2	3	2.1
TOTAL	786	309	39.3	455	57.9	22	2.8

education, and least often by graduates in agronomy, forestry, and horticulture.

Data are presented in Table LXVII on the number of times graduates have changed jobs since their initial employment. Of the total, 468 indicated that they had never changed jobs after initial employment; 286 graduates indicated they had changed jobs from one to six times each. Of the 286 who indicated a change, 174 had made one change, 68, two; 28, three; 10, four; 4, five; and two had changed jobs six times since their first employment after graduation. This relatively small number of graduates who changed jobs since first employment indicates a high degree of satisfaction among the alumni, especially when considering the fact that 468 graduates were still employed in their first job.

Reasons given by agricultural graduates for changing fields of employment since graduation are listed in Table LXVIII. The major reason, as indicated by 156 out of 586, or 26.6 percent, replying to the question, was that of salary increases. Second, with 137, or 23.4 percent, was "work more to my liking," and third with 99, or 16.9 percent, gave as their reason for changing employment, "better opportunity for advancement." Eleven graduates, representing 1.9 percent of the total gave personal or family health and improved retirement benefits as reasons for changing employment. These two reasons had the lowest ratings.

TABLE LXVII

Number of Times Graduates Have Changed Jobs

Major Field	Number Reporting	Number of Changes Made							Total Changes Made	Average Number of Changes Made	Rank
		0	1	2	3	4	5	6			
Agricultural Economics	49	22	13	7	3	1	0	0	40	0.8	3
Agronomy	18	15	0	1	1	1	0	0	9	0.5	6
Animal Industry	71	45	15	6	3	0	1	0	41	0.6	5
Dairying	35	18	12	3	1	1	0	0	25	0.7	4
Forestry	233	158	41	19	4	3	2	1	119	0.5	5
Farm Equipment Management	11	6	3	2	0	0	0	0	7	0.6	6
General Agriculture	65	31	15	11	6	0	1	0	60	0.9	2
Home Economics	118	75	26	3	1	2	0	0	43	0.4	7
Horticulture	33	23	4	2	4	0	0	0	20	0.6	5
Poultry	11	4	3	1	0	0	0	0	5	0.5	6
Vocational Agriculture Education	142	71	42	13	5	2	0	1	97	1.4	1
TOTAL	786	468	174	68	28	10	4	2	466	-	-

TABLE LXVIII

Reasons Given by Graduates for Changing Fields of Employment Since Graduation

Reasons for Change	Number Reporting	Percent	Rank
Increased salary	156	26.6	1
Better working conditions	57	9.7	5
Personal or family health	11	1.9	7
Improved living conditions	22	3.7	6
Improved retirement benefits	11	1.9	7
Better opportunity for advancement	99	16.9	3
Work more to my liking	137	23.4	2
Other	93	15.9	4
TOTAL	586	100.0	-

Table LXIX shows agricultural graduates indicating an interest in changing jobs, distributed by major fields of undergraduate study. As contrasted to the number indicating job changes, only 97, or 12.3 percent of the 786 graduates included in the study indicated that they were interested in changing jobs. Farm equipment management majors were more interested in changing jobs than any other single group, followed by animal industry and agricultural economics majors.

The curriculum of horticulture proved to be the one in which graduates were best satisfied, as this field of study had the highest percentage of alumni showing no desire to change employment. Horticulture was followed by agronomy, forestry, and general agriculture graduates expressing the least desire to change their line of work.

TABLE LXIX

Agricultural Graduates Indicating an Interest in Changing Jobs

Major Field	Number Reporting	Number Interested in Change		Rank	Number Not Interested in Change		Rank	No Reply	
		Number	Percent		Number	Percent		Number	Percent
Agricultural Economics	49	11	22.4	3	37	75.5	9	1	2.1
Agronomy	18	2	11.1	7	16	88.9	2	0	0.0
Animal Industry	71	17	23.9	2	54	76.1	8	0	0.0
Dairying	35	5	14.3	5	30	85.7	5	0	0.0
Forestry	233	21	9.0	8	205	88.0	3	7	3.0
Farm Equipment Management	11	3	27.4	1	8	72.6	11	0	0.0
General Agriculture	65	5	7.7	10	57	87.7	4	3	4.6
Home Economics	118	10	8.5	9	97	82.2	7	11	9.3
Horticulture	33	1	3.0	11	31	94.0	1	1	3.0
Poultry	11	2	18.2	4	8	72.7	10	1	9.1
Vocational Agriculture Education	142	20	14.1	6	118	83.1	6	4	2.8
TOTAL	786	97	12.3	-	661	84.1	-	28	3.6

As was true in the case of job changes, the prime reason given by alumni for desiring to change jobs was an increase in salary, as shown by the data in Table LXX. Of the 291 graduates replying, 73, or 25.1 percent, indicated that a salary increase would be the reason for changing their jobs. Improved opportunities for advancement and employment more to their liking ranked second and third as reasons for changing jobs.

TABLE LXX

Reasons Given by Graduates for Desiring to Change Jobs from Their Current Employment

Reasons	Number Replying	Percent of Total	Rank
Increase in salary	73	25.1	1
Better working conditions	32	11.0	5
Personal or Family Health	11	3.8	7
Better living conditions	17	5.8	6
Improved retirement benefits	10	3.4	8
Improved advancement opportunities	57	19.6	2
Work more to my liking	41	14.1	4
Other	50	17.2	3
TOTAL	291	100.0	-

When asked to indicate the type of career they would recommend to their sons and daughters, 296 graduates, or 37.7 percent of the total studied, indicated that they would allow their children to select their own careers but would offer advice and suggestions to aid them in their selection as indicated in Table LXXI. Other than the

TABLE LXXI

Career Recommendations of Agricultural Alumni for Their Children

Type of Career	For Son	Percent of Total	For Daughter	Percent of Total
Agriculture in General	94	11.9	0	0.0
Home Economics	0	0.0	212	27.0
Law	76	9.7	28	3.6
Medicine	118	15.0	38	4.8
Children's own choice	296	37.7	296	37.7
Elementary Education	2	0.2	72	9.1
Engineering	36	4.6	0	0.0
Other	72	9.2	44	5.6
No Indication	92	11.7	96	12.2
TOTAL	786	100.0	786	100.0

children's own choice, medicine was the most recommended career for sons and agriculture in general was third. For daughters home economics was second to the children's own choice, following by elementary education in third place. The least recommended field for sons was elementary education. None of the graduates recommended careers in engineering or agriculture in general for their daughters.

Salary or Income Earned by the Agricultural Graduates

No effort has been made in this study to ascertain the effectiveness of a college education in terms of benefits to society, except in its effectiveness of bestowing materialistic rewards upon the individual. This limitation should not be construed to minimize

the responsibility of the college graduate to society. Rewards may accrue in the form of monetary benefits or personal satisfaction in the field of endeavor of an individual. Apparently, the first of these two benefits is of the most importance to the college graduate; therefore, this phase of the study is limited to economic returns earned by the graduates. The use of salary or income as an evaluative criterion may leave much to be desired, but it does constitute one facet of tangible evidence which can be readily discussed.

In viewing the income of male and female graduates of agriculture by the length of time which has elapsed since graduation, it is apparent that the graduates have been successful to a substantial degree from a materialistic point of view. Many hold positions of great prestige, and by all conventional standards of worldly attainment, these alumni have been successful almost to the graduate.

Due to the important positions which these graduates fill, they naturally earn more money than the average man. For the country as a whole, white males reported a median income of $5,137 and white women reported a median income of $2,537.[11] A median income of $6,163 was reported for all white United States families in 1960.[12] In Louisiana, the median salary of white males was $4,001 and of white women, $1,245.[13] The median income of all Louisiana white males and

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[11]United States Bureau of Census, "Current Population Reports, Consumer Income," 1960, No. 37 (Washington: Government Printing Office, 1960), p. 54.

[12]Ibid., p. 25.

[13]United States Bureau of Census, "General Social and Economic Characteristics, Louisiana," 1960, Final Report PC (1)-20c. (Washington: Government Printing Office), pp. 139-140.

females over 14 years of age was $2,799 in 1960.[14]

Data presented in Table LXXII compare the median salaries of men and women alumni over the 15-year period. At the time of this study, the male agricultural graduates earned a median salary of $7,822, while the women earned a median salary of only $4,538. The median income for men graduates in Havemann and West's investigation in 1952 was $4,689 and $2,689 for women.[15]

Male graduates who had been out of college for two years reported the lowest median salary of $5,444; those who had been out of college 14 years reported the highest median salary of $10,055. As the number of years from graduation increased, so did the median salaries of the males almost without exception.

Median salaries reported by women for the 15-year period did not form any well-defined pattern. Actually, the women who had been out of college for only one year reported the highest median salary of any single class of graduates. Part-time employment and irregular jobs seem to be the reasons for this erratic trend. Almost without exception it was the single woman graduate who worked full-time for any length of time after graduation; many of the married women graduates worked at various part-time and irregular jobs.

Salaries or income reported by men and women graduates are tabulated in Table LXXIII within pre-determined salary ranges. The

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[14] Loc. cit.

[15] Havemann and West, op. cit., p. 26.

TABLE LXXII

Salaries Paid 748 College Graduates in 1960

Years out of College	Number Reporting	Median Salary			
		Men	Salary	Women	Salary
1	39	36	$6,277	3	$6,666
2	45	36	5,444	9	4,555
3	47	44	6,840	3	4,666
4	55	47	6,808	8	6,000
5	55	45	7,622	10	3,900
6	31	27	7,296	4	4,000
7	41	35	8,200	6	4,666
8	30	25	7,320	5	6,200
9	42	39	7,974	3	3,666
10	51	47	8,425	4	5,500
11	90	85	8,447	5	3,600
12	80	71	8,619	9	4,888
13	74	67	8,626	7	5,285
14	42	36	10,055	6	4,333
15	26	13	9,384	13	6,154
TOTAL	748	653	$7,822	95	4,538

TABLE LXXIII

Salary or Income of Men and Women Graduates

Sex	Number Reporting	Under $3,000		$3,000 to $4,999		$5,000 to $6,999		$7,000 to $8,999		$9,000 to $10,999		$11,000 to $12,999		All over $13,000		Median Salary
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Women	95	16	16.8	38	40.0	30	31.5	9	9.5	1	1.1	0	0.0	1	1.1	$5,000
Men	653	7	1.1	44	6.7	202	30.9	235	36.0	86	13.2	24	3.7	55	8.4	$7,890
TOTAL	748	23	3.1	82	11.0	232	31.0	244	32.6	87	11.6	24	3.2	56	7.5	-

median salary or income for 95 female graduates was $5,000 and for male graduates it was $7,890. In 1953, Rhea surveyed the agricultural alumni of Iowa State College for the period 1932 to 1952, and reported a median income of $4,586 for the 3,593 graduates who supplied data on earnings.[16] Further comparison may be made with a study conducted by Jones in 1952, in which he reported annual earnings of $3,595 for women and $5,525 for men.[17]

A majority of the female graduates, 84, or 88.3 percent, earned from less than $3,000 to $6,999. Only 11, or 11.7 percent earned over $7,000. The one woman graduate who reported an annual income in excess of $13,000 was a non-working partner in a wholesale gas distributing business in Texas.

Although 253, or 38.7 percent, of male graduates were earning from less than $3,000 to $6,999, the majority, 400, or 61.3 percent, were earning from $7,000 to over $13,000 at the time of this study. Not only did the male graduates earn higher salaries than did the female graduates, but they earned more job for job.

In Table LXXIV tabulations based on fields of major study give a comparison of the salaries or income of the graduates in each undergraduate curriculum. It should be noted at this point that the first graduate in farm equipment management did not graduate until 1949. This gives the other curriculums an advantage as far as median salaries are

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[16]Rhea, op. cit., p. 87.

[17]John W. Jones, op. cit., p. 204.

TABLE LXXIV

Major Field of Graduates and Salary or Income

Major Field	Number Reporting	Under $3,000		$3,000 to $4,999		$5,000 to $6,999		$7,000 to $8,999		$9,000 to $10,999		$11,000 to $12,999		All over $13,000		No Reply		Median Salary
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Agricultural Economics	49	0	0.0	4	8.2	9	18.4	10	20.4	9	18.4	5	10.2	11	22.4	1	2.0	$9,229
Agronomy	18	0	0.0	1	5.6	1	5.6	8	44.4	5	27.8	0	0.0	3	16.7	0	0.0	9,055
Animal Industry	71	1	1.4	7	9.9	22	31.0	22	31.0	9	12.7	3	4.2	6	8.5	1	1.4	7,757
Dairying	35	0	0.0	3	8.6	12	34.3	10	28.6	4	11.4	1	2.9	4	11.4	1	2.9	7,882
Forestry	233	4	1.7	12	5.2	87	37.3	82	35.2	25	10.7	6	2.6	12	5.2	5	2.1	7,526
Farm Equipment Management	11	0	0.0	1	9.1	3	27.3	2	18.2	2	18.2	0	0.0	1	9.1	2	18.2	7,555
General Agriculture	65	0	0.0	8	12.3	16	24.6	19	29.2	7	10.8	5	7.7	9	13.8	1	1.5	8,234
Home Economics	118	15	12.7	37	31.4	29	24.6	8	6.8	1	0.8	0	0.0	1	0.8	27	22.9	4,989
Horticulture	33	0	0.0	1	3.0	8	24.2	15	45.5	6	18.2	1	3.0	2	6.1	0	0.0	8,182
Poultry	11	1	9.1	1	9.1	4	36.4	4	36.4	0	0.0	0	0.0	1	9.1	0	0.0	6,909
Vocational Agriculture Education	142	2	1.4	7	4.9	41	28.9	64	45.1	19	13.4	3	2.1	6	4.2	0	0.0	7,718
TOTAL	786	23	2.9	82	10.4	232	29.5	244	31.0	87	11.1	24	3.1	56	7.1	38	4.9	-

concerned, since it is a known fact that length of time since graduation is associated with higher salaries. The extent of this four-year advantage of other curriculums over farm equipment management cannot be determined, but it certainly should be considered in comparing the median salaries of its graduates with those earned by graduates in other curriculums.

The highest median salaries were reported by graduates in agricultural economics. The 48 graduates in this curriculum who reported their salary or income earned a median salary of $9,229. This may be attributed to the fact that 25, or 51.0 percent, of these individuals were employed in higher-paying private employment positions, and 7, or 14.3 percent, were self-employed, as reported in Table L, on page 143.

Graduates in agronomy earned a median income of $9,055 which was the second highest income reported; graduates in general agriculture were third with a median income of $8,234. Poultry majors reported the lowest median salaries, $6,909 for all male graduates studied.

The poorest financial showing was made by graduates in home economics who reported a median salary of $4,989. This is without doubt due to the fact that a majority of the home economics majors are employed in part-time jobs, and those who work full-time are usually in the lower paying teaching positions, or are office workers. The home economics graduate is also hindered by the fact that she must move with her husband as he is promoted, which does not usually mean an advance in either salary or position for her, but usually means starting over again. It is the writer's opinion that women graduates

are actually at a disadvantage when compared to men graduates in these and many other respects. If women college graduates are to be compared with other college graduates in measuring financial success, they should be compared to other women college graduates instead of men; this would constitute a good study in itself.

The median salary or income earned by the 15 graduating classes varied considerably, as shown in Table LXXV. Of the 786 alumni considered in this study, 748 provided information on their annual salary or income. Some of the 38 who did not provide this information were housewives who had no separate income of their own.

The highest median income of $9,238 was reported by the graduates in 1947. In 1952, Jones reported a median income of $5,385 for the College of Agriculture graduates of Louisiana State University for the period 1931-1940.[18] Further comparison may be made to a study completed in 1960 by Galliano who reported a median salary of $6,860 for the College of Agriculture men graduates of Southwestern Louisiana Institute from 1938 to 1958.[19]

The lowest median income of $5,266 was reported by the class of 1959. This low median income is probably due to the fact that several of the graduates in this class were still in military service and had not yet had an opportunity to engage in occupations in keeping with their training.

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[18]John W. Jones, op. cit., p. 181.

[19]Galliano, op. cit., p. 177.

TABLE LXXV

Salary or Income of Graduates by Graduating Classes

Graduating Class	Number Reporting	Under $3,000	$3,000 to $4,999	$5,000 to $6,999	$7,000 to $8,999	$9,000 to $10,999	$11,000 to $12,999	All over $13,000	Median Salary
1946	28	0	5	6	9	1	1	4	$7,576
1947	44	2	3	3	11	10	5	8	$9,238
1948	76	3	4	15	29	9	4	10	$8,310
1949	84	3	5	17	30	15	5	6	$8,671
1950	93	2	5	14	44	16	3	6	$8,177
1951	58	0	3	9	25	10	0	4	$8,019
1952	47	1	3	13	15	7	0	3	$7,853
1953	31	2	1	12	12	1	0	2	$7,133
1954	44	3	4	7	18	4	1	4	$7,682
1955	33	0	7	12	6	4	1	1	$6,870
1956	56	2	9	15	19	7	1	1	$7,018
1957	57	1	6	30	13	2	2	1	$6,690
1958	48	0	6	29	7	1	1	3	$6,702
1959	47	3	15	24	3	0	0	0	$5,266
1960	40	1	6	26	3	0	0	3	$6,307
TOTAL	786	23	82	232	244	87	24	56	-

Types of employment and salary or income earned by the agricultural graduates at the time of this study are given in Table LXXVI. Of the 786 graduates studied, 733 indicated the type of employment in which they were engaged. Of the 733, 393 graduates were public employees, 242 were employed by individuals or corporations, and 98 were self-employed.

The highest median salary of $9,020 was reported by the 98 individuals who were self-employed. The majority of these graduates were either engaged in farming operations or agricultural businesses, although two were owners and presidents of insurance companies and one was a car dealer.

Graduates who were employed by private corporations and individuals received the second highest median income of $7,698. Forestry graduates with 117 (see Table L on page 143) of these 242 alumni accounted for the largest single area of employment, although all other undergraduate curriculums had from two to 28 graduates privately employed.

The agricultural alumni who were employees of the public reported the lowest median income of the three groups at $7,167. This income was $1,853 less than that reported by self-employed individuals, and $532 less than graduates who were in private employ.

Table LXXVII presents the salary or income of the agricultural graduates distributed according to whether the graduates were farm reared, rural non-farm reared, or city reared. Of the 747 graduates who reported where they were reared, 403 were farm reared, 150 were

TABLE LXXVI

Type of Employment and Present Salary or Income of Graduates

Type of Employment	Number Reporting	Under $3,000		$3,000 to $4,999		$5,000 to $6,999		$7,000 to $8,999		$9,000 to $10,999		$11,000 to $12,999		All over $13,000		Median Salary
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Public	393	6	1.5	42	10.7	140	35.5	147	37.8	44	11.1	7	1.7	7	1.7	$7,167
Private	242	9	3.7	25	10.3	70	28.9	74	30.6	33	13.6	9	3.7	22	9.2	$7,698
Self	98	2	2.0	7	7.1	22	22.5	23	23.5	10	10.2	8	8.2	26	26.5	$9,020
TOTAL	733	17	2.3	74	10.1	232	31.6	244	33.3	87	11.9	24	3.3	55	7.5	-

TABLE LXXVII

Salary or Income of Farm, Rural Non-Farm, and City-Reared Agricultural Graduates

Rearing	Number Reporting	Under $3,000 Number	Under $3,000 Percent	$3,000 to $4,999 Number	$3,000 to $4,999 Percent	$5,000 to $6,999 Number	$5,000 to $6,999 Percent	$7,000 to $8,999 Number	$7,000 to $8,999 Percent	$9,000 to $10,999 Number	$9,000 to $10,999 Percent	$11,000 to $12,999 Number	$11,000 to $12,999 Percent	All over $13,000 Number	All over $13,000 Percent	Median Salary
Farm	403	4	1.0	36	8.9	118	29.3	146	36.2	53	13.2	17	4.2	29	7.2	$7,799
Rural Non-Farm	159	7	4.4	17	10.7	52	32.7	55	34.6	12	7.5	3	1.9	13	8.2	$7,333
City	185	13	7.0	28	15.1	61	33.0	43	23.2	22	11.9	4	2.2	14	7.6	$7,086
TOTAL	747	24	3.2	81	10.8	231	30.9	244	32.7	87	11.7	24	3.2	56	7.5	-

rural non-farm reared, and 185 were city reared.

Farm reared graduates reported the highest median income of $7,799. This may be explained to some degree of satisfaction by the fact that employers are willing to pay more for a graduate's services if he is farm reared which they believe to be an advantage over the non-farm reared graduate.

Rural non-farm reared agricultural graduates reported the second highest median income of $7,333. This was $466 less than the farm-reared graduates and $247 more than city reared graduates.

City reared agricultural graduates reported the lowest median income of the three groups, $7,086. This was $713 less than the farm reared graduates and $247 less than the rural non-farm reared graduates.

As indicated by the results, it appears that farm and rural non-farm reared graduates have a definite advantage in earning power after graduation than do agricultural college graduates who were city-reared.

The relationship between marital status and income of the agricultural graduates is presented by the data in Table LXXVIII. Of the 749 who reported their marital status, 74 were single, 660 were married, 12 were widowed, and three were divorced.

The highest median salary of $8,500 was reported by the 12 graduates who had been widowed. The three alumni who were divorced reported the second highest median salary of $8,000. Married graduates reported a median salary of $7,613 and the single alumni reported the lowest median salary of $6,472. In 1952, Jones reported

TABLE LXXVIII

Marital Status and Salary or Income

Marital Status	Number Reporting	Under $3,000		$3,000 to $4,999		$5,000 to $6,999		$7,000 to $8,999		$9,000 to $10,999		$11,000 to $12,999		All over $13,000		Median Salary
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Single	74	2	2.7	17	23.0	33	44.6	11	14.9	8	10.8	0	0.0	3	4.0	$6,472
Married	660	22	3.3	62	9.4	198	30.0	228	34.5	76	11.5	23	3.5	51	7.8	$7,613
Widowed	12	0	0.0	3	25.0	1	8.3	2	16.7	3	25.0	1	8.3	2	16.7	$8,500
Divorced	3	0	0.0	0	0.0	0	0.0	3	100.0	0	0.0	0	0.0	0	0.0	$8,000
TOTAL	749	24	3.2	82	10.9	232	31.0	244	32.6	87	11.6	24	3.2	56	7.5	-

median incomes of $4,417, $5,444, $4,000, and $3,900 for single, married, widowed, and divorced alumni, respectively.[20]

Salary or income of veterans and non-veterans are compared by data presented in Table LXXIX. Of the 715 graduates reporting their military status, 493 were veterans and 222 indicated that they were non-veterans. Of those who were non-veterans, 122 were women, as none of the female alumni reported serving their country in any branch of the military services.

The graduates who were veterans earned more than their non-veteran classmates even though they had spent from one to six years in one of the armed services. Median salaries of $8,054 were reported by veterans which was $1,527 greater than the $6,527 reported by non-veterans. Although the difference was not as great, Jones reported median salaries of non-veterans to be greater than veterans in 1952. In this study non-veterans received a median salary of $5,543 which was only $35 higher than the $5,507 reported for veterans.[21]

Data presented in Table LXXX compare the salary or income gained through the operation of farm land. Of the 218 graduates reporting as operating farm land, 108 were owners and operators, 44 rented and operated land, while 66 owned farm land but rented it to others.

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[20]John W. Jones, op. cit., p. 192.

[21]Ibid., p. 195.

TABLE LXXIX

Military Service and Salary or Income

Military Status	Number Reporting	Under $3,000		$3,000 to $4,999		$5,000 to $6,999		$7,000 to $8,999		$9,000 to $10,999		$11,000 to $12,999		All over $13,000		Median Salary
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Veteran	493	5	1.0	28	5.7	137	27.8	189	38.3	71	14.4	19	3.9	44	8.9	$8,054
Non-Veteran	222	18	8.1	40	18.0	89	40.1	45	20.3	15	6.8	4	1.8	11	4.9	$6,527
TOTAL	715	23	3.2	68	9.5	226	31.6	234	32.8	86	12.0	23	3.2	55	7.7	-

TABLE LXXX

Salary or Income and Operation of Farm Land

Operators	Number Reporting	Under $3,000		$3,000 to $4,999		$5,000 to $6,999		$7,000 to $8,999		$9,000 to $10,999		$11,000 to $12,999		All over $13,000		Median Salary
		Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	
Own and operate	108	1	0.9	10	9.2	26	24.1	39	36.1	11	10.2	3	2.8	18	16.7	$8,250
Rent and operate	44	0	0.0	7	15.9	11	25.0	12	27.4	2	4.5	2	4.5	10	22.7	$8,272
Own farm but rents it	66	1	1.5	2	3.0	11	16.7	28	42.4	10	15.2	5	7.6	9	13.6	$8,757
TOTAL	218	2	0.9	19	8.7	48	22.0	79	36.2	23	10.6	10	4.6	37	17.0	-

The 66 graduates who owned farm land but rented it to others earned the highest median income of $8,757. This amount was $507 more than the graduates who were owners and operators of farm land, and $485 above the amount earned by graduates who were classified as renters and operators of farm land.

The data presented in Table LXXXI compare the salaries or income of graduates according to their place of residence. Of the 786 graduates studied, 524 resided in Louisiana, 261 resided in other states, and one resided in a foreign country in 1963. Only 758 graduates supplied information on their earnings and these were the graduates from whom this comparison is drawn.

Graduates of the College of Agriculture of Louisiana State University who were employed in Louisiana had greater median incomes than did those who left the state to find employment. The alumni who worked in Louisiana had a median income of $7,187 which was $79 more than the $7,118 reported by graduates in other states. The one graduate living in South Vietnam had a salary of $6,814 which was $373 less than the amount earned by alumni in Louisiana.

In 1952, Jones reported that graduates living in other countries had the highest median income and graduates living in Louisiana were lowest. He reported median incomes of $10,000 and $8,500 for graduates residing in other countries and United States Territories, and $5,800 for alumni residing in other states in the United States. The lowest median income reported in his study was for graduates living in Louisiana, who earned only $5,182.[22]

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[22]John W. Jones, op. cit., p. 189.

TABLE LXXXI

Location of Graduates and Salary or Income

Location	Number Reporting	Under $3,000	$3,000 to $4,999	$5,000 to $6,999	$7,000 to $8,999	$9,000 to $10,999	$11,000 to $12,999	All over $13,000	Median Salary
Louisiana	524	12	52	158	168	57	19	33	$7,187
Other States	261	11	30	73	76	30	5	23	$7,118
Other Countries	1	0	0	1	0	0	0	0	$6,814
TOTAL	786	23	82	232	244	87	24	56	-

In Table LXXXII, data are presented which compare the different degrees held by graduates with their salary or income. There were seven graduates who reported advanced degrees and earning less than $3,000. A closer check of these individuals indicated that all of them were in graduate schools pursuing a full-time graduate program.

In comparing the median salaries of the graduates with advanced degrees, we find that the highest salary was reported by a dentist practicing in Texas, who indicated that he earned an annual income of $32,468, followed by two doctors of medicine who reported a median income of $11,994; the third highest median income of $10,666 was reported by agricultural graduates who had later been awarded Doctor of Veterinary Medicine degrees.

Agricultural graduates who had earned a Master of Science and a Doctor of Philosophy degree reported a median income of $10,153 and graduates who had earned a Doctor of Philosophy degree only reported a median income of $10,104. These graduates who had earned the Doctor of Philosophy degree were mostly college and university professors and administrators.

The lowest median incomes were reported by agricultural graduates who later earned a Master of Education degree and those who earned degrees in theology. The median income reported by the Master of Education graduates amounted to $4,193 per year and the three theology graduates received a median salary of $5,333 for their duties as ministers. These ministers were of the Baptist, Methodist, and Catholic faiths, respectively.

TABLE LXXXII

Degree and Salary or Income

Advanced Degree	Number Reporting	Under $3,000	$3,000 to $4,999	$5,000 to $6,999	$7,000 to $8,999	$9,000 to $10,999	$11,000 to $12,999	All over $13,000	No Reply	Median Salary
M.S.	128	4	10	36	48	16	4	8	2	$7,650
M.S. & Ph.d.	26	0	0	0	6	13	5	2	0	$10,153
Ph.d. only	2	0	0	0	0	1	0	0	1	$10,104
M. Ed.	31	0	3	6	19	3	0	0	0	$4,193
M.F. & Ph.d.	7	0	0	0	4	3	0	0	0	$8,857
M.F.	56	3	4	23	15	6	2	3	0	$7,250
M.A.	3	0	0	1	1	1	0	0	0	$8,000
D.V.M.	4	0	0	0	0	2	1	0	1	$10,666
Law	5	0	1	0	1	0	0	2	1	$9,500
M.D.	2	0	0	0	0	0	1	0	1	$11,994
D.D.S.	1	0	0	0	0	0	0	1	0	$32,468
Theology	3	0	2	0	1	0	0	0	0	$5,333
Mechanical Engineer	2	0	0	0	2	0	0	0	0	$8,440
Chemical Engineer	1	0	0	0	1	0	0	0	0	$8,502
TOTAL	271	7	20	66	98	45	13	16	6	-

The percent of college cost earned by the agricultural graduates while studying to obtain their undergraduate degree is summarized in Table LXXXIII by major undergraduate fields of study. Of the 786 graduates studied, 232, or 29.5 percent, never turned a hand at gainful employment until after receiving the degree. Havemann and West reported that 29 percent of the 9,064 graduates from 1,037 American colleges in their study had not earned any of their college costs.[23]

All 35 dairy graduates reporting had earned a portion of their college expenses. On the other hand, graduates in home economics were most likely to have been sent to college by relatives, as evidenced by the fact that 74, or 62.7 percent, did not earn any of their college costs. There are many reasons why women college students do not earn a greater share of their college costs. Two reasons indicated by women alumni in this study seem important enough to mention. One is the fact that fewer part-time jobs exist for women, which is supported by Havemann and West's study,[24] and second, parents are willing to give full-time support to daughters in more cases than to sons who they feel should earn at least a portion of their college costs.

Data showing the percent of college cost earned by the graduates of the various graduating classes are reported in Table LXXXIV. The percent of college graduates who did not earn any of their college expenses was lowest in 1960 and highest in 1952. On the basis of the results obtained from the graduates studied, it does not appear that

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[23]Havemann and West, op. cit., p. 15.

[24]Loc. cit.

TABLE LXXXIII

Percent of College Cost Earned, by Major Field

Major Field	Number Reporting	None		25%		50%		75%		100%		No Reply	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Agricultural Economics	49	8	16.3	12	24.5	11	22.4	12	24.5	6	12.3	0	0.0
Agronomy	18	4	22.2	6	33.3	2	11.1	5	27.8	1	5.6	0	0.0
Animal Industry	71	13	18.3	19	26.8	13	18.3	14	19.7	10	14.1	2	2.8
Dairying	35	0	0.0	9	25.7	4	11.4	13	37.1	9	25.8	0	0.0
Forestry	233	75	32.2	90	38.6	29	12.4	23	9.9	15	6.5	1	0.4
Farm Equipment Management	11	3	27.3	3	27.3	3	27.3	0	0.0	2	18.1	0	0.0
General Agriculture	65	17	26.2	17	26.2	11	16.9	9	13.8	9	13.8	2	3.1
Home Economics	118	74	62.7	23	19.5	3	2.5	5	4.2	3	2.6	10	8.5
Horticulture	33	5	15.2	8	24.2	8	24.2	5	15.2	7	21.2	0	0.0
Poultry	11	3	27.3	2	18.2	6	54.5	0	0.0	0	0.0	0	0.0
Vocational Agriculture Education	142	30	21.1	29	20.4	25	17.6	28	19.7	25	17.7	5	3.5
TOTAL	786	232	29.5	218	27.7	115	14.6	114	14.5	87	11.1	20	2.6

TABLE LXXXIV

Percent of College Cost Earned, by Graduating Class

Graduating Class	Number Reporting	None		25%		50%		75%		100%		No Reply	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1946	28	11	39.3	5	17.9	0	0.0	1	3.6	10	35.6	1	3.6
1947	44	12	27.3	9	20.5	3	6.8	10	22.7	9	20.4	1	2.3
1948	76	16	21.1	14	18.4	23	30.3	11	14.5	9	11.8	3	3.9
1949	84	32	38.1	25	29.8	11	13.1	8	9.5	7	8.3	1	1.2
1950	93	30	32.3	32	34.4	15	16.1	9	9.7	5	5.3	2	2.2
1951	58	17	29.3	14	24.1	8	13.8	10	17.2	4	7.0	5	8.6
1952	47	19	40.4	17	36.2	7	14.9	3	6.4	1	2.1	0	0.0
1953	31	9	29.0	7	22.6	4	12.9	7	22.6	4	12.9	0	0.0
1954	44	13	29.5	11	25.0	9	20.5	7	15.9	3	6.8	1	2.3
1955	33	11	33.3	7	21.2	3	9.1	7	21.2	5	15.2	0	0.0
1956	56	16	28.6	14	25.0	8	14.3	8	14.3	9	16.0	1	1.8
1957	57	14	24.6	16	28.1	11	19.3	10	17.5	6	10.5	0	0.0
1958	48	10	20.8	19	39.6	3	6.3	8	16.7	5	10.3	3	6.3
1959	47	14	29.8	12	25.5	8	17.0	7	14.9	5	10.7	1	2.1
1960	40	8	20.0	16	40.0	2	5.0	8	20.0	5	12.5	1	2.5
TOTAL	786	232	29.5	218	27.7	115	14.6	114	14.5	87	11.1	20	2.6

parents were any more inclined to support all of their children's college cost in 1960 than they were in 1946.

Of particular significance is the fact that 114, or 14.5 percent of the graduates earned 75 percent of their college costs, and 87, or 11.1 percent, earned 100 percent of their college costs while earning their degree. A majority of the graduates who worked part-time indicated that they worked for the university.

Family and Military Status of the Graduates

Several researchers, including Havemann and West,[25], Babcock,[26] and Greenleaf and others,[27] have reported varying degrees of reluctance on the part of college graduates to enter matrimony as compared to the average American who is not a college graduate. However, when considering the agricultural alumni from the College of Agriculture at Louisiana State University as a group, there did not seem to be any marked reluctance on their part in selecting a mate.

By the time this study was conducted in 1962-63, 88.3 percent of the agricultural graduates were married, as indicated in Table LXXXV. This figure may be compared to the 81 percent of married college graduates reported by Havemann and West in 1952.[28] Galliano reported 88 percent of the graduates in his study as being married in 1960.[29]

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[25]Havemann and West, op. cit., p. 39.

[26]Babcock, op. cit., p. 28.

[27]Greenleaf and Others, op. cit., p. 11.

[28] Havemann and West, op. cit., p. 39.

[29]Galliano, op. cit., p. 164.

TABLE LXXXV

Present Marital Status of the Graduates

Sex	Number Studied	Single		Married		Widowed		Divorced	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Women	122	22	18.0	94	77.0	4	3.3	2	1.7
Men	664	55	8.3	600	90.4	8	1.2	1	0.1
TOTAL	786	77	9.8	694	88.3	12	1.5	3	0.4

Male graduates were more prone to marry than women as evidenced by the fact that 90.4 percent of the men and only 77.0 percent of the women were married at the time this study was conducted.

Havemann and West reported that, as of 1947, 13 percent of the male college graduates of the United States in the age bracket of 30 to 39 years and 6 percent of the male graduates over 40 years of age were unmarried.[30] These same authors also stated that 22 percent of the women graduates in the age bracket of 30 to 39, which roughly corresponds with the age of the women in this study, had never been married.[31]

Only 77, or 9.8 percent, of the alumni who reported were single in 1963. Percentagewise, women college graduates were less likely to marry than men graduates. The women graduates who were engaged in

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[30]Havemann and West, op. cit., p. 39.

[31]Ibid., p. 40.

careers were most likely to be unmarried, while men who had just finished college or were engaged in graduate study accounted for a majority of the men who were unmarried.

Only 15, or 1.9 percent, of the agricultural graduates were living alone as a result of being widowed or divorced. Havemann and West reported that 99 out of 100 married college graduates were living with their wives at the time of their survey, while the figure was about 89 out of 100 for married men who were not college graduates.[32]

Data in Table LXXXVI compare the rate of marriage among the various graduating classes in this investigation. With the exception of the relatively high percentage of graduates who were single in the 1946, 1957, and 1959 graduating classes, no other appreciable difference between the classes was noted. All the graduates reporting in the 1947 class were, or had been, married, but the other 14 classes had from two to 16 single graduates. From one to three alumni of eight graduating classes were widowed, while one graduate in each of three graduating classes was divorced.

A comparison of the marital status of the agricultural graduates who majored in the various undergraduate curriculums is presented in Table LXXXVII. The highest percent of single graduates were home economics and horticulture majors; graduates in agricultural economics, general agriculture and agricultural education reported the highest percent of married graduates.

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[32] Ibid., p. 62.

TABLE LXXXVI

Graduating Class and Marital Status

Graduating Class	Number Reporting	Single		Married		Widowed		Divorced	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
1946	28	6	21.4	19	67.9	3	10.7	0	0.0
1947	44	0	0.0	42	95.5	2	4.5	0	0.0
1948	76	5	6.6	71	93.4	0	0.0	0	0.0
1949	84	7	8.3	75	89.3	2	2.4	0	0.0
1950	93	3	3.2	89	95.7	1	1.1	0	0.0
1951	58	3	5.2	54	93.1	0	0.0	1	1.7
1952	47	4	8.5	43	91.5	0	0.0	0	0.0
1953	31	2	6.5	29	93.5	0	0.0	0	0.0
1954	44	2	4.5	41	93.2	1	2.3	0	0.0
1955	33	4	12.1	28	84.8	1	3.1	0	0.0
1956	56	8	14.3	48	85.7	0	0.0	0	0.0
1957	57	16	28.1	39	68.3	1	1.8	1	1.8
1958	48	2	4.2	46	95.8	0	0.0	0	0.0
1959	47	11	23.4	36	76.6	0	0.0	0	0.0
1960	40	4	10.0	34	85.0	1	2.5	1	2.5
TOTAL	786	77	9.8	694	88.3	12	1.5	3	0.4

TABLE LXXXVII

Undergraduate Major and Marital Status

Major Field	Number Reporting	Single		Married		Widowed		Divorced	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Agricultural Economics	49	2	4.1	47	95.9	0	0.0	0	0.0
Agronomy	18	2	11.1	15	83.3	1	5.6	0	0.0
Animal Industry	71	8	11.3	60	84.5	3	4.2	0	0.0
Dairying	35	5	14.3	29	82.9	1	2.8	0	0.0
Forestry	233	21	9.0	211	90.6	1	0.4	0	0.0
Farm Equipment Management	11	1	9.1	10	90.9	0	0.0	0	0.0
General Agriculture	65	3	4.6	59	90.8	3	4.6	0	0.0
Home Economics	118	22	18.6	91	77.1	3	2.5	2	1.8
Horticulture	33	5	15.2	27	81.8	0	0.0	1	3.0
Poultry	11	1	9.1	10	90.9	0	0.0	0	0.0
Vocational Agriculture Education	142	7	4.9	135	95.1	0	0.0	0	0.0
TOTAL	786	77	9.8	694	88.3	12	1.5	3	0.4

Six curriculums - agronomy, animal industry, dairying, forestry, general agriculture, and home economics - each contained from one to three of the 12 alumni who had been widowed. Of the three graduates who reported having been divorced, two were home economics majors and one majored in horticulture.

In Table LXXXVIII, the responses from agricultural alumni of the College of Agriculture are sorted according to occupational category and marital status. The largest number of single graduates were employed in public agricultural services, teaching and research, and in the "other" occupational category. The small number of alumni who were widowed and divorced in the six occupational categories should impress upon the reader the fact that the graduates in this study were predominantly uniform and stable in the marriages which they had contracted. No one occupational area demanded so much of the graduates that they neglected to look for a mate, nor did any occupational area bring with it marital difficulties, as would be evidenced by an increase in divorces.

TABLE LXXXVIII

Present Occupation and Marital Status

Occupational area	Number Reporting	Single	Married	Widowed	Divorced
Farming	44	3	40	1	0
Agricultural Business	65	1	61	2	1
Agricultural Public Services	164	21	141	1	1
Administrative	135	1	133	1	0
Teaching and Research	161	19	137	4	1
Other Occupations	217	32	182	3	0
TOTAL	786	77	694	12	3

Information presented in Table LXXXIX was sorted by advanced degrees held and the graduates' marital status. Of the 271 graduates with advanced degrees, eight were single, 259 were married, two were widowed, and two were divorced. The eight graduates who were single were all engaged in full-time graduate programs. Although studying for an advanced degree was not given as a reason for not marrying, it seems reasonable to believe that a portion of this group did postpone marriage until after their education was completed.

The data in Table XC provide a comparison between the number of children reported by male and female agricultural graduates. The women reported that they gave birth to a mean of 1.10 boys and 1.20 girls, or a mean total of 2.30 children, which was considerably more than either Babcock or Havemann and West reported for women graduates in their study. In 1942 Babcock reported that married women college graduates had given birth to a mean of 1.13 children.[33] Havemann and West reported that women college graduates in their study gave birth to a mean of 1.88 children.[34]

Married male graduates reported a mean of 1.23 boys and 1.13 girls, or a mean total of 2.36 children at the time this study was conducted. In Babcock's study of college graduates, the mean size of the families of male graduates was 3.22 individuals, which would indicate an average of 1.22 children.[35] Since that time Havemann and West

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[33]Babcock, op. cit., p. 66.

[34]Havemann and West, op. cit., p. 80.

[35]Babcock, loc. cit.

TABLE LXXXIX

Advanced Degree and Marital Status

Advanced Degree	Number Reporting	Single	Married	Widowed	Divorced
M.S.	128	3	122	1	1
M.S. & Ph.d.	26	1	25	0	0
Ph.d. only	2	0	2	0	0
M. Ed.	31	1	29	0	1
M.F. & Ph.d.	7	0	7	0	0
M.F.	56	2	53	1	0
M.A.	3	0	3	0	0
D.V.M.	4	0	4	0	0
Law	5	0	5	0	0
M.D.	2	0	2	0	0
D.D.S.	1	0	1	0	0
Theology	3	1	2	0	0
Mechanical Engineer	2	0	2	0	0
Chemical Engineer	1	0	1	0	0
TOTAL	271	8	259	2	2

TABLE XC

Number and Sex of Children of Graduates

	Number Reporting	Married at some time	Sex of Children	Number of Children							Total Number of Children	Mean
				0	1	2	3	4	5	6		
Women	122	100	Boys	61	27	24	5	4	1	0	111	1.10
			Girls	50	41	20	7	2	2	0	120	1.20
Men	664	609	Boys	210	244	144	51	7	4	3	751	1.23
			Girls	249	214	138	50	10	2	0	690	1.13
TOTAL	786	709									1,672	2.36

have reported that the mean number of children of male college graduates had risen to 2.03 children in 1952,[36] which is considerably lower than the 2.36 children reported by Louisiana State University male agricultural graduates who participated in this study.

The number of children reported by graduates are presented in Table XCI, by graduating classes. A mean of 2.36 children was reported by the alumni studied. The 1950 graduates reported the greatest number of children, 261, and the highest mean of 2.90. The lowest mean of 1.25 children was reported by graduates in 1960. There were seven graduating classes reporting a mean number of children larger than that for all 15 graduating classes; eight classes reported means which were less than that for the entire period of study.

The number of children which were reported by graduates by undergraduate majors is shown by data presented in Table XCII. The 709 graduates who were married indicated that they had 1,672 children, or a mean of 2.36. In 1960, Galliano reported that the mean number of children for all graduates reporting in his study was 2.38,[37] while Jones reported a mean of 2.01 in 1952.[38] Graduates in farm equipment management reported the fewest number of children with a mean of 1.80. Poultry majors with a mean of 3.00 had the largest number of children. Graduates of dairying, farm equipment management, home economics,

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[36]Havemann and West, op. cit., p. 80.

[37]Galliano, op. cit., p. 168.

[38]John W. Jones, op. cit., p. 169.

TABLE XCI

Number of Children of Graduates, by Graduating Class

Graduating Class	Number Reporting	Single	Married at some time	Number of Children							Total Number of Children	Mean
				0	1	2	3	4	5	6		
1946	28	6	22	2	15	8	3	0	0	0	40	1.82
1947	44	0	44	3	28	23	10	3	2	0	126	2.86
1948	76	5	71	5	52	34	17	3	1	0	188	2.65
1949	84	7	77	3	61	39	18	4	1	0	214	2.78
1950	93	3	90	2	77	49	18	4	2	1	261	2.90
1951	58	3	55	1	45	27	9	3	0	1	144	2.62
1952	47	4	43	3	37	21	5	2	3	0	117	2.72
1953	31	2	29	1	25	13	5	0	0	0	66	2.28
1954	44	2	42	2	27	24	10	0	0	0	105	2.50
1955	33	4	29	0	24	13	1	0	0	0	53	1.83
1956	56	8	49	2	34	20	6	1	0	1	102	2.08
1957	57	16	41	1	21	16	2	1	0	0	63	1.54
1958	48	2	46	1	33	17	4	0	0	0	79	1.72
1959	47	11	36	0	23	13	4	2	0	0	69	1.92
1960	40	4	36	3	24	9	1	0	0	0	45	1.25
TOTAL	786	77	709	29	526	326	113	23	9	3	1672	2.36

TABLE XCII

Number of Children of Graduates, by Major Field

Major Field	Number Reporting	Single	Married at some time	Number of Children 0	1	2	3	4	5	6	Total Number of Children	Mean
Agricultural Economics	49	2	47	2	35	20	9	2	1	0	115	2.45
Agronomy	18	2	16	1	11	7	6	0	0	0	43	2.69
Animal Industry	71	8	63	3	48	32	11	3	0	1	163	2.59
Dairying	35	5	30	2	22	13	7	0	0	0	69	2.30
Forestry	233	21	212	8	160	94	35	8	2	1	501	2.36
Farm Equipment Management	11	1	10	1	10	4	0	0	0	0	18	1.80
General Agriculture	65	3	62	2	60	29	9	0	1	0	150	2.41
Home Economics	118	22	96	3	62	43	12	6	3	0	223	2.32
Horticulture	33	5	28	1	21	11	3	1	0	0	56	2.00
Poultry	11	1	10	1	9	7	1	1	0	0	30	3.00
Vocational Agriculture Education	142	7	135	5	88	66	20	2	2	1	304	2.25
TOTAL	786	77	709	29	526	326	113	23	9	3	1672	2.36

horticulture, and vocational agricultural education curriculums produced less than the total mean number of children.

The data in Table XCIII summarize the graduates' military status by year of graduation. Of the 786 graduates studied, 509, or 64.8 percent, were veterans; 243, or 30.9 percent, were non-veterans; and 34, or 4.3 percent, failed to reply. The fact that there were 122 women in this study and none of them were veterans creates a false percentage of the men who were actually veterans. When the percent of veterans is figured on the basis of the 664 male graduates, then we find that the percent rises from 64.8 percent to 76.9 percent.

In 1952 Jones reported that 283, or 42.8 percent of 662 alumni from 1931 to 1940 were veterans.[39] Of the 614 graduates in Galliano's study, 492, or 90.1 percent, of the classes from 1938 through 1958 had served their country.[40] The percent of graduates who reported as veterans varied from 29.8 percent in 1959 to a high of 86.0 percent in 1950. Less than 50 percent of the 1946, 1956, 1959, and 1960 graduating classes have served in the military services.

Summary

In summary of this chapter, the greatest number of graduates were classified into the "other" occupations category. Of the "other" positions reported, the largest number were housewives, followed by

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[39]John W. Jones, op. cit., p. 173.

[40]Galliano, op. cit., p. 174.

TABLE XCIII

Military Service of Graduates, by Graduating Class

Graduating Class	Number Reporting	Veterans		Non-Veterans		No Reply	
		Number	Percent	Number	Percent	Number	Percent
1946	28	11	39.3	12	42.9	5	17.9
1947	44	32	72.7	11	25.0	1	2.3
1948	76	62	81.6	13	17.1	1	1.3
1949	84	62	73.8	20	23.8	2	2.4
1950	93	80	86.0	13	14.0	0	0.0
1951	58	45	77.6	10	17.2	3	5.2
1952	47	34	72.3	12	25.5	1	2.1
1953	31	23	74.2	5	16.1	3	9.7
1954	44	23	52.3	21	47.7	0	0.0
1955	33	22	66.7	9	27.3	2	6.1
1956	56	25	44.7	26	46.4	5	8.9
1957	57	35	61.4	20	35.1	2	3.5
1958	48	24	50.0	23	47.9	1	2.1
1959	47	14	29.8	26	55.3	7	14.9
1960	40	17	42.5	22	55.0	1	2.5
TOTAL	786	509	64.8	243	30.9	34	4.3

miscellaneous non-agricultural workers, industrial and business managers, and United States Armed Services Career Officers. The second largest group were employed as teachers or research personnel and slightly smaller numbers were employees of public agricultural agencies. The third largest group of graduates were employed in administrative posts; smaller numbers were engaged in agricultural businesses and full-time farming.

At the time questionnaires were returned, 50 percent of the graduates were publicly employed; 31.7 percent were employed by individuals or corporations; and 13.1 percent were self-employed mostly in agricultural businesses or as full-time farmers.

Of the 271 graduates with advanced degrees, the majority was engaged in teaching and research and administrative positions; lesser numbers were employed in public agricultural services. The smallest number of graduates with advanced degrees were engaged in farming or agricultural businesses.

Upon graduation, 160 graduates accepted teaching positions. At the time of this study, only 115 were still engaged in teaching . Agricultural extension positions were occupied by 55 graduates; 46 graduates held positions in research.

Only 44 graduates were full-time farmers. However, 222 graduates were operating farm land which varied in size from a 5-acre, strawberry farm to beef cattle farms utilizing more than 1000 acres. The largest number of full-time farmers were engaged in beef cattle production and cotton farming. Dairying, poultry, strawberries, rice, sugar cane,

tree farming, and truck crops were other enterprises stressed in the farming programs of the alumni.

A considerable amount of financial success was enjoyed by the agricultural graduates participating in this study. Median salaries for men were $7,822 and for women, $4,528. Salaries earned by male graduates of the earliest classes were greater than for those who had recently graduated, but no distinct pattern existed for the women alumni. A majority of the male graduates were earning over $7,000 per year; most female graduates were earning less than $5,000. Highest pay went to graduates of agricultural economics, agronomy, general agriculture, and horticulture; graduates in home economics, poultry, and forestry had the least income from their employment.

Self-employed graduates earned $1322 more than privately employed graduates and $1853 more than those in public employment. Farm-reared alumni earned higher median salaries than those who were rural non-farm or city-reared. Widowed and divorced alumni received a larger income than did married or single graduates. Veterans earned median salaries of $8,054; non-veterans had a median salary of $6,527. Those graduates who owned farm land but rented it to others earned higher median salaries than was true for owners and operators or renters and operators.

The income of graduates living in Louisiana was greater than for those who were residing in other states of the Nation or in foreign countries. Highest median incomes were reported by alumni who had advanced degrees in dentistry, medicine, and veterinary medicine. Master

of Education and theological graduates received the lowest incomes. Only 29.5 percent of the graduates in this study did not earn at least a portion of their college cost.

An average of 88.3 percent of all graduates reporting were married; more men, 90.4 percent, than women, 77.0 percent, were married. If the percent of those who were divorced is an indication of the stability of these marriages, then apparently most of them were very successful. Women graduates reported a mean of 2.30 children; male graduates reported a mean of 2.36 children. Graduates in classes of 1946 through 1954 reported the greatest number of children per family than was true for the more recent graduates. Poultry graduates reported the highest mean number of children; farm equipment management graduates reported the lowest.

Slightly more than 64 percent of the total graduates in this study had been members of the armed services since graduation. No women graduates reported having served in any branch of the services; this tended to lower the percentage of the men who actually served.

CHAPTER V

GRADUATES' OPINIONS REGARDING THEIR UNDERGRADUATE CURRICULUM

The opinion of college graduates concerning the value of a college education is as important to the institution as a vast number of satisfied customers are to a firm in the business world. If the majority of graduates are happy that they attended college, then the college has a right to be proud of this fact. However, if the graduates consider college a waste of time, effort, and money, then the institution should become concerned to the point of re-evaluation.

Cowley, Hoppock, and Williamson,[1] expressed the importance of re-evaluation through follow-up studies, as follows:

> To furnish a placement service is not enough. Educational institutions should also keep in touch with their former students in order that they may check periodically upon the relationship of the education which the student has received to the life which he is living. Modern society is changing rapidly, but traditionally educational curricula move slowly. Only by regular checks upon the experiences of former students may an institution become aware of changes which should be made in its educational programs.
>
> Specifically, the institution should be interested in how many of its graduates are engaged in the occupations for which they have trained or in reasonably

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[1] W. H. Cowley, Robert Hoppock, and E. G. Williamson, Occupational Orientation of College Students, American Council on Education Studies, Series VI, Vol. III, No. 2 (Washington, D.C.: American Council on Education, April, 1939), p. 51.

> related fields. They should be interested in how well the education which they received has prepared them not only for life in general, but also for their business or professional careers.
>
> From former students, the college may learn of the trends in occupations. Periodical follow-ups of graduates are valuable in that the institution can learn which professions are becoming overcrowded, and which are undermanned. Few sources of information on occupational trends are better than information from former students.

Another purpose of a follow-up study, as stated by Hoppock,[2] is "...to give the students a more realistic picture of their future by helping them to find what has happened to those who have preceded them."

In the evaluation of an educational program one should be concerned with the educational product, the graduates. Agricultural graduates from the College of Agriculture were given the opportunity to express their opinions on various questions through the means of a questionnaire submitted to the graduates of all classes between 1946 through 1960. The 786 graduates who expressed themselves gave varying accounts of their college education and its effect on their careers.

Graduates' opinions regarding the adequacy of their undergraduate major in preparing them for the occupation in which they were engaged at the time of this study are tabulated in Table XCIV. Of the total studied, 491, or 62.5 percent, expressed the opinion that their undergraduate curriculum provided adequate preparation for their current

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[2]Robert Hoppock, Group Guidance (New York: McGraw-Hill Book Company, Inc., 1949), p. 40.

TABLE XCIV

Adequacy of Undergraduate Major as Preparation for Present Occupation

Major Field	Number Reporting	Adequate		Not Adequate		Adequate to a Degree		No Reply	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Agricultural Economics	49	21	42.9	7	14.3	20	40.8	1	2.0
Agronomy	18	12	66.7	2	11.1	4	22.2	0	0.0
Animal Industry	71	35	49.3	10	14.1	25	35.2	1	1.4
Dairying	35	19	54.3	4	11.4	12	34.3	0	0.0
Forestry	233	158	67.8	13	5.6	62	26.6	0	0.0
Farm Equipment Management	11	7	63.6	1	9.1	3	27.3	0	0.0
General Agriculture	65	27	41.5	10	15.4	27	41.5	1	1.6
Home Economics	118	86	72.9	3	2.5	16	13.6	13	11.0
Horticulture	33	25	75.8	4	12.1	4	12.1	0	0.0
Poultry	11	7	63.6	0	0.0	3	27.3	1	9.1
Vocational Agriculture Education	142	94	66.2	9	6.3	38	26.8	1	0.7
TOTAL	786	491	62.5	63	8.0	214	27.2	18	2.3

occupation and 214, or 27.2 percent, stated that their training was adequate to a degree. Only 63, or 8 percent, of the alumni indicated that the preparation they received was inadequate for their existing occupation; 18, or 2.3 percent, failed to answer the question. Comparison of these results may be made with those obtained by Jones in 1960 concerning the alumni of Oklahoma State University. In this study 53 percent of the alumni indicated that their training was adequate for their career, 38 percent indicated it was adequate to a degree, and 8 percent considered it not adequate, while 1 percent failed to reply.[3]

The highest percent of alumni who expressed the opinion that their undergraduate curriculum provided them adequate training for their occupations were graduates of horticulture and home economics. Graduates in general agriculture and agricultural economics reported the lowest percentages of alumni who were of the opinion that their training was adequate for the occupation in which they were engaged at the time.

Not a single graduate in poultry expressed the opinion that his training was totally inadequate. Graduates in home economics, forestry, and agricultural education expressed the opinion that they were most satisfied with the training they received. This is evidenced by the small percentage of these graduates who considered their training as inadequate.

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[3]Randall J. Jones, op. cit., p. 20.

Data in Table XCV present the graduates' opinions on the adequacy of their undergraduate training as preparation for their occupation, by graduating years. More than 10 percent of the graduates in 1946, 1951, 1954, 1955, and 1957 expressed the opinion that their training was inadequate for the occupation in which they were engaged at the time they reported. With this exception, no other appreciable difference existed among the opinions expressed by the graduates concerning the adequacy of their college training in regard to their occupations.

Opinions expressed by the agricultural alumni regarding the adequacy of another curriculum as satisfactory preparation for their current career were tabulated and are presented in Table XCVI, by major undergraduate fields of study. Of the 786 graduates reporting, 216, or 27.5 percent, indicated that another curriculum would provide satisfactory preparation for their current career; 438, or 55.7 percent, indicated that another curriculum would not be adequate; 112, or 14.2 percent, indicated that another curriculum would be partially adequate; 20, or 2.6 percent, failed to reply. In 1960, Jones surveyed the agricultural alumni of Oklahoma State University and reported that 30 percent of the graduates would consider another curriculum adequate; 22 percent, partially adequate; and 46 percent would not consider another curriculum as adequate preparation for their existing careers.[4]

Over 40 percent of the graduates in general agriculture, agricultural economics, and dairying indicated that another curriculum

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[4]Randall J. Jones, op. cit., p. 21.

TABLE XCV

Adequacy of Undergraduate Major as Preparation for Present Occupation, by Graduating Class

Graduating Class	Number Reporting	Adequate		Not Adequate		Adequate to a Degree		No Reply	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
1946	28	19	67.9	5	17.9	3	10.7	1	3.5
1947	44	30	68.2	4	9.1	10	22.7	0	0.0
1948	76	49	64.5	7	9.2	19	25.0	1	1.3
1949	84	50	59.5	5	6.0	28	33.3	1	1.2
1950	93	64	68.8	4	4.3	23	24.7	2	2.2
1951	58	37	63.8	6	10.3	12	20.7	3	5.2
1952	47	23	48.9	4	8.5	16	34.1	4	8.5
1953	31	21	67.7	1	3.2	8	25.9	1	3.2
1954	44	32	72.7	5	11.4	7	15.9	0	0.0
1955	33	18	54.5	5	15.2	10	30.3	0	0.0
1956	56	32	57.1	3	5.4	18	32.1	3	5.4
1957	57	29	50.9	7	12.3	20	35.1	1	1.7
1958	48	28	58.3	3	6.3	17	35.4	0	0.0
1959	47	33	70.2	3	6.4	11	23.4	0	0.0
1960	40	26	65.0	1	2.5	12	30.0	1	2.5
TOTAL	786	491	62.5	63	8.0	214	27.2	18	2.3

TABLE XCVI

Opinions of Alumni Regarding Adequacy of Another Curriculum as Satisfactory Preparation for Present Career

Major Field	Number Reporting	Adequate		Not Adequate		Partially Adequate		No Reply	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Agricultural Economics	49	23	46.9	20	40.8	6	12.3	0	0.0
Agronomy	18	5	27.8	13	72.2	0	0.0	0	0.0
Animal Industry	71	25	35.2	35	49.3	10	14.1	1	1.4
Dairying	35	16	45.7	12	34.3	7	20.0	0	0.0
Forestry	233	44	18.9	160	68.7	27	11.6	2	0.8
Farm Equipment Management	11	4	36.4	4	36.4	3	27.2	0	0.0
General Agriculture	65	32	49.2	21	32.3	11	16.9	1	1.6
Home Economics	118	14	11.9	72	61.0	17	14.4	15	12.7
Horticulture	33	8	24.2	22	66.7	3	9.1	0	0.0
Poultry	11	4	36.4	4	36.4	3	27.2	0	0.0
Vocational Agriculture Education	142	41	28.9	75	52.8	25	17.6	1	0.7
TOTAL	786	216	27.5	438	55.7	112	14.2	20	2.6

would have been satisfactory preparation for their careers, at the time of this study. Only 11.9 percent of the home economic majors and 18.9 percent of the forestry graduates would consider another curriculum as satisfactory preparation for the occupation in which they were engaged.

Data shown in Table XCVII, summarized by graduation classes, present the opinions expressed by the alumni regarding the adequacy of another curriculum as satisfactory preparation for the career in which they were engaged. Graduates of the 1955 and 1960 classes expressed the highest and lowest percent of individuals who would consider another curriculum adequate for their careers at the time of the survey. Other variations exist in the data, but the extent to which they vary from the average in the groups does not warrant a detailed explanation.

If the future can be predicted with any degree of accuracy, we might expect approximately 27 percent of future graduates to feel that they would have been better prepared for their careers had they majored in a curriculum other than the one in which they obtained their degree.

Opinions expressed by alumni relative to the different aspects of their training which they considered most helpful in securing first employment are tabulated in Table XCVIII, by undergraduate majors. Of the five items listed on the questionnaire, graduates were asked to check the one they considered most helpful in securing first employment. The results in descending order were: 212, or 27.0 percent indicated

TABLE XCVII

Opinions of Alumni Regarding Adequacy of Another Curriculum as Satisfactory Preparation for Present Career, by Years

Graduating Class	Number Reporting	Adequate		Not Adequate		Adequate to a Degree		No Reply	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
1946	28	6	21.4	18	64.4	2	7.1	2	7.1
1947	44	15	34.1	22	50.0	7	15.9	0	0.0
1948	76	18	23.7	43	56.6	11	14.5	4	5.2
1949	84	26	31.0	46	54.8	12	14.2	0	0.0
1950	93	22	23.7	53	57.0	16	17.2	2	2.1
1951	58	16	27.6	37	63.8	2	3.4	3	5.2
1952	47	14	29.8	18	38.3	11	23.4	4	8.5
1953	31	9	29.0	16	51.6	5	16.1	1	3.3
1954	44	11	25.0	26	59.1	7	15.9	0	0.0
1955	33	13	39.4	15	45.5	5	15.1	0	0.0
1956	56	17	30.4	25	44.6	12	21.4	2	3.6
1957	57	20	35.1	31	54.4	5	8.8	1	1.7
1958	48	13	27.1	27	56.3	8	16.6	0	0.0
1959	47	10	21.3	31	66.0	6	12.7	0	0.0
1960	40	6	15.0	30	75.0	3	7.5	1	2.5
TOTAL	786	216	27.5	438	55.7	112	14.2	20	2.6

TABLE XCVIII

Opinions of Alumni Regarding Phase of Their Educational Program Most Helpful in Securing First Employment

Major Field	Number Reporting	The College Degree		Broad Training in Agriculture		Specialized Training in Major Field		Both Broad and Specialized Training		Other		No Reply	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Agricultural Economics	49	8	16.3	11	22.4	7	14.3	10	20.4	3	6.2	10	20.4
Agronomy	18	5	27.8	2	11.1	7	38.9	2	11.1	1	5.6	1	5.5
Animal Industry	71	14	19.7	9	12.7	7	9.9	21	29.6	6	8.5	14	19.6
Dairying	35	6	17.1	0	0.0	13	37.1	9	25.7	2	5.7	5	14.4
Forestry	233	73	31.3	2	0.9	89	38.2	53	22.7	2	0.9	14	6.0
Farm Equipment Management	11	4	36.4	0	0.0	0	0.0	3	27.2	0	0.0	4	36.4
General Agriculture	65	20	30.8	13	20.0	8	12.3	4	6.2	2	3.1	18	27.6
Home Economics	118	32	27.1	1	0.8	37	31.4	21	17.8	3	2.5	24	20.4
Horticulture	33	5	15.2	0	0.0	13	39.4	11	33.3	0	0.0	4	12.1
Poultry	11	4	36.4	3	27.3	1	9.0	3	27.3	0	0.0	0	0.0
Vocational Agriculture Education	142	41	28.9	25	17.6	18	12.7	42	29.6	3	2.1	13	9.1
TOTAL	786	212	27.0	66	8.4	200	25.4	179	22.8	22	2.8	107	13.6

the college degree, itself; 200, or 25.4 percent indicated specialized training in major field; 179, or 22.8 percent, indicated both broad and specialized training; 66, or 8.4 percent, indicated broad training in agriculture; 22, or 2.8 percent, indicated other characteristics that could be classified only in a category shown as "other"; 107, or 13.6 percent, failed to reply.

Graduates in farm equipment management, general agriculture and poultry were inclined to give the college degree, itself, credit for their first employment. Graduates in agricultural economics indicated that they were employed because of their broad training in agriculture. Specialized training in their major field was mentioned by the highest percent of graduates in agronomy, dairying, forestry, home economics, and horticulture. Animal industry and vocational agricultural education alumni indicated that both broad and specialized training led to their first employment following graduation.

Graduates' recommendations regarding various degrees of emphasis which should be placed on technical courses were sorted by major undergraduate fields of study and are presented in Table XCIX. Of the graduates responding, 398, or 50.6 percent, indicated that more emphasis was needed on technical courses; 71, or 9.0 percent, indicated a need for less emphasis; and 242, or 30.8 percent, indicated that they were satisfied with the emphasis now being placed on technical courses.

Over 50 percent of the graduates in eight undergraduate curriculums and less than 50 percent of the graduates in the three remaining curriculums would recommend additional emphasis on technical courses

TABLE XCIX

Recommendations of Graduates Regarding Technical Courses

Major Field	Number Reporting	More Emphasis		Less Emphasis		Same Emphasis		No Reply	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Agricultural Economics	49	26	53.1	7	14.3	11	22.4	5	10.2
Agronomy	18	11	61.1	2	11.1	5	27.8	0	0.0
Animal Industry	71	38	53.5	4	5.6	23	32.4	6	8.5
Dairying	35	20	57.1	2	5.7	10	28.6	3	8.6
Forestry	233	96	41.2	35	15.0	89	38.2	13	5.6
Farm Equipment Management	11	8	72.7	0	0.0	0	0.0	3	27.3
General Agriculture	65	38	58.5	4	6.2	17	26.2	6	9.1
Home Economics	118	36	30.5	8	6.8	47	39.8	27	22.9
Horticulture	33	19	57.6	6	18.2	6	18.2	2	6.0
Poultry	11	5	45.5	2	18.2	3	27.3	1	9.0
Vocational Agriculture Education	142	101	71.1	1	0.7	31	21.8	9	6.4
TOTAL	786	398	50.6	71	9.0	242	30.8	75	9.6

in the curriculum in which they majored. Except for farm equipment management graduates, a small percent of alumni in each undergraduate curriculum would recommend less emphasis on technical courses and a somewhat higher percentage would recommend the same amount of emphasis as was placed on technical courses at the time of their undergraduate study.

The degree of emphasis which graduates recommended be placed on technical courses was tabulated by graduating classes and is shown in Table C. Although the percent does not vary considerably between classes for increased emphasis on technical courses, graduates in 1948 indicated by a smaller percentage than did those of the 1947 class the need for additional technical courses, even though both classes were subjected to approximately the same amount of technical information as they were in consecutive graduating classes. The smallest percent of alumni who recommended less emphasis on technical courses graduated in 1958 and the highest percentage were graduates in 1953. The percentage of graduates who recommended the same amount of emphasis on technical courses were lowest in 1956 and highest in 1960.

Graduates' recommendations regarding the emphasis which they believed should be placed on academic courses in the various undergraduate agricultural curriculums were summarized and are presented in Table CI. Of the total making recommendations, 280, or 35.6 percent, indicated more emphasis; 85, or 10.8 percent less emphasis; and 341, or 43.4 percent, indicated the same emphasis should be placed on academic courses.

TABLE C

Recommendations of Graduates Regarding Technical Courses, by Graduating Class

Graduating Class	Number Reporting	More Emphasis		Less Emphasis		Same Emphasis		No Reply	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
1946	28	13	46.4	2	7.1	10	35.7	3	10.8
1947	44	28	63.7	2	4.5	11	25.0	3	6.8
1948	76	34	44.7	7	9.2	30	39.5	5	6.6
1949	84	43	51.2	7	8.3	23	27.4	11	13.1
1950	93	45	48.4	10	10.8	31	33.3	7	7.5
1951	58	30	51.7	6	10.3	15	24.6	7	12.1
1952	47	24	51.1	4	8.5	12	25.5	7	14.9
1953	31	16	51.6	4	12.9	8	25.8	3	9.7
1954	44	20	45.5	5	11.4	16	36.4	3	6.8
1955	33	17	51.5	1	3.0	11	33.3	4	12.1
1956	56	29	51.8	7	12.5	13	23.2	7	12.5
1957	57	28	49.1	6	10.5	17	29.8	6	10.5
1958	48	26	54.2	1	2.1	15	31.3	6	12.5
1959	47	25	53.2	6	12.8	14	29.8	2	4.3
1960	40	20	50.0	3	7.5	16	40.0	1	2.5
TOTAL	786	398	50.6	71	9.0	242	30.8	75	9.6

TABLE CI

Recommendations of Graduates Regarding Academic Courses

Major Field	Number Reporting	More Emphasis		Less Emphasis		Same Emphasis		No Reply	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Agricultural Economics	49	18	36.7	5	10.2	22	44.9	4	8.2
Agronomy	18	9	50.0	2	11.1	7	38.9	0	0.0
Animal Industry	71	21	29.6	10	14.1	34	47.9	6	8.6
Dairying	35	10	28.6	5	14.3	17	48.6	3	8.5
Forestry	233	117	50.2	14	6.0	85	36.5	17	7.3
Farm Equipment Management	11	1	9.1	1	9.1	6	54.5	3	27.3
General Agriculture	65	18	27.7	9	13.8	28	43.1	10	15.4
Home Economics	118	32	27.1	7	5.9	56	47.5	23	19.5
Horticulture	33	13	39.4	4	12.1	14	42.4	2	6.1
Poultry	11	4	36.4	2	18.2	4	36.4	1	9.0
Vocational Agriculture Education	142	37	26.1	26	18.3	68	47.9	11	7.7
TOTAL	786	280	35.6	85	10.8	341	43.4	80	10.2

Half of the graduates in agronomy and forestry indicated a greater need for academic courses; only 9.1 percent of the small number of farm equipment management graduates were of the opinion that additional academic courses would be advisable. Percentage-wise, alumni in agricultural education and poultry recommended less emphasis on academic courses. Over 42 percent of the graduates in eight undergraduate curriculums recommended the same emphasis on academic courses; the three remaining curriculums recommended the same emphasis on academic courses in only slightly smaller percentages.

Recommendations of the agricultural alumni in relation to the emphasis on academic courses in agricultural curricula are summarized in Table CII, by graduating classes. An average of 35.6 percent of all graduates studied indicated that additional emphasis should be placed on academic courses. The graduates of 1957 composed the highest percent of agricultural alumni indicating a need for an increased emphasis on academic courses whereas the graduates of 1958 comprised the lowest percent.

Summary

In summary, it may be stated that a majority, 62.5 percent, of the graduates were of the opinion that the preparation which they received in their undergraduate major was adequate for their current occupation and 27.2 percent stated that this preparation was adequate to a degree. Opinions expressed by the alumni indicated that 27.5 percent felt that another curriculum would have provided satisfactory preparation for their current careers.

TABLE CII

Recommendations of Graduates Regarding Academic Courses, by Graduating Class

Graduating Class	Number Reporting	More Emphasis		Less Emphasis		Same Emphasis		No Reply	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
1946	28	8	28.6	4	14.3	13	46.4	3	10.7
1947	44	17	38.6	6	13.6	17	38.6	4	9.2
1948	76	26	34.2	7	9.2	37	48.7	6	7.9
1949	84	27	32.1	10	11.9	35	41.7	12	14.3
1950	93	34	36.6	10	10.8	42	45.2	7	7.4
1951	58	25	43.1	2	3.4	24	41.4	7	12.1
1952	47	20	42.6	7	14.9	13	27.7	7	14.8
1953	31	7	22.6	5	16.1	15	48.4	4	12.9
1954	44	18	40.9	4	9.1	19	43.2	3	6.8
1955	33	8	24.2	4	12.1	17	51.5	4	12.2
1956	56	19	33.9	4	7.2	26	46.4	7	12.5
1957	57	26	45.6	4	7.0	22	38.6	5	8.8
1958	48	9	18.8	4	8.3	28	58.3	7	14.6
1959	47	19	40.4	9	19.1	15	31.9	4	8.6
1960	40	17	42.5	5	12.5	18	45.0	0	0.0
TOTAL	786	280	35.6	85	10.8	341	43.4	80	10.2

Twenty-seven percent of the alumni were of the opinion that the college degree itself was responsible for their initial employment following graduation, while specialized training in major field was second, and both broad and specialized training ranked third.

A need for more emphasis on technical courses in the curriculum was indicated by 50.6 percent of the alumni. Only 8 percent indicated that less emphasis should be placed on technical courses, while 30.8 percent did not wish any change in the emphasis given to technical courses. An increased emphasis regarding academic courses was indicated by 35.6 percent of the graduates; 10.8 percent and 43.4 percent recommended less emphasis and the same emphasis regarding academic courses, respectively.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Summary

1. Approximately 52 percent of the graduates in this study were farm reared, 21.4 percent were rural non-farm reared, and 25.9 percent were city reared.

2. One to four years of vocational agriculture in high school had been completed by 44 percent of the male graduates.

3. The largest class of 311 graduated from the College of Agriculture in 1950 and the smallest class of 66 graduated in 1946.

4. Approximately 22 percent of the graduates chose home economics as their major field of study and only slightly smaller percentages chose forestry and vocational agricultural education.

5. Of the 786 graduates, 664 were men and 122 were women. Four women were graduates in curriculums other than home economics.

6. Of the agricultural graduates studied, 66.7 percent lived in Louisiana, 33.2 percent resided in other states of the Nation, and 0.1 percent lived in a foreign country.

7. Thirty-four percent of the graduates had earned advanced degrees since receiving the Bachelor of Science degree from Louisiana State University.

8. Louisiana State University granted 214, or 79 percent, of the 271 advanced degrees earned by graduates during the period of this study.

9. Of the 786 graduates, 44 were full-time farmers; 222 graduates were operators of farm land. Beef cattle and cotton were the most popular enterprises utilized in the farming program of the part-time and full-time farmers.

10. Over 50 percent of the graduates were public employees; 31.7 percent were private employees of individuals or corporations; 13.1 percent were self-employed mostly as full-time farmers or as owners of agricultural businesses.

11. Only 18.4 percent were employed in occupations not related to their major field of undergraduate study.

12. Most of the graduates, 468, had never changed jobs since accepting initial employment following graduation; only 12.3 percent expressed a desire in changing jobs at the time the questionnaires were returned.

13. Male graduates earned a median annual salary of $7,822, as compared to a median salary of $4,538 for female graduates.

14. Highest income was received by graduates of agricultural economics, agronomy, general agriculture, and horticulture curriculums; graduates in home economics, poultry, and forestry earned the least income.

15. Median earnings of graduates who were self-employed amounted to $1,322 more than those in private employment and $1,853 more than those in public employment.

16. Alumni who were farm reared earned larger incomes than did those who were rural non-farm or city reared.

17. The small number of alumni who were widowed or divorced earned higher median salaries than did the married or single graduates.

18. Veterans earned median salaries of $8,054 compared to only $6,527 for non-veterans.

19. Graduates who owned farm land but rented it to others reported higher median income than did those who owned and operated farms or those who rented and operated farms.

20. Agricultural graduates who resided in Louisiana reported higher median salaries than did graduates living in other states or foreign countries.

21. Alumni who reported advanced degrees in medicine, dentistry, and veterinary medicine earned the highest median salaries; graduates with Master of Education or theological degrees earned the smallest annual income.

22. Only 29.5 percent of the graduates in this study did not earn at least a portion of his or her college cost.

23. Eighty-eight and 3/10ths percent of the alumni were married. Women were single, widowed, and divorced in greater proportion than men.

24. A mean of 2.30 children was reported by women graduates and a mean of 2.36 children was reported by the men alumni.

25. Of the 664 men reporting, 509 had served in the armed services, but no women had so served.

26. Eight percent of the graduates studied indicated that their undergraduate major provided inadequate preparation for their current careers.

27. Over 50 percent of the graduates indicated that more emphasis was needed on technical courses in the various undergraduate curriculums; 35.6 percent indicated a need for increased emphasis on academic courses in the curriculums.

Conclusions

This study, dealing with the occupational status of 786 agricultural graduates of Louisiana State University and Agricultural and Mechanical College was made for the purposes of determining (1) the occupational status of the agricultural graduates and the relationship between this status and their major field of undergraduate study, (2) the number of graduates actually engaged in the business of farming, (3) the acceptance of the agricultural graduates into the many occupational and professional jobs in agriculture, (4) information which may be useful in evaluation and revision of the various agricultural curriculums in the College of Agriculture, and (5) the acceptance of these graduates into society as determined by the earning of economic rewards commensurate with their training. A fairly accurate presentation of facts on each of these purposes has been presented. The author does not claim that all of the information submitted by the participants is herein included or that the conclusions drawn are faultless by any means. However, based upon the data presented in this study,

certain conclusions are drawn with some assurance that they are valid and will be of benefit to the administrators of the College of Agriculture at Louisiana State University and Agricultural and Mechanical College in measuring and evaluating the success of graduates in days gone by and also in charting a course for the present and future graduates of this college and university through curriculum evaluation and revision.

1. The largest class to graduate from the College of Agriculture was in 1950 and the smallest class graduated in 1946. The class of 1946 was the only class during the period of study when slightly more women than men graduated.

> The number of graduates over any period of time is affected by economic conditions, employment opportunities, and wars, to mention only a few. The adverse effect of World War II on the number of agricultural graduates from the College of Agriculture was evident by the small number who graduated in 1946. After the war, the effect was even more significant in the number of veterans who enrolled and graduated in agricultural curriculums in 1950. Their attendance was influenced to no small degree by the educational payments made available to veterans by the United States Government through the G.I. Bill.

2. One graduate out of each three had earned advanced degrees since receiving the Bachelor of Science degree from Louisiana State University.

> The continuous addition of new and improved subject matter to existing information through research and development has made Louisiana State University agricultural graduates realize the need for more specialized training.

3. Of the 786 graduates, 44 were full-time farmers; 222 graduates were operators of farm land.

> A majority of the agricultural graduates from Louisiana State University were engaged in occupational activities closely related to their major field of undergraduate study in the College of Agriculture and although the number who were full-time farmers was low, more than one-fourth were actively operating farm land.

4. Most of the graduates had never changed jobs since accepting initial employment following graduation; only 12.3 percent expressed a desire in changing jobs at the time the questionnaire was returned.

> A thorough education, proper guidance and counseling combined with wise job selection resulted in a majority of agricultural graduates having entered occupations in which they receive considerable satisfaction as evidenced by the fact that they have not changed jobs since initial employment following graduation.

5. Male graduates earned a median annual salary of $7,822, as compared to a median annual salary of $4,538 for female graduates.

> A college graduate from Louisiana State University with a major in agriculture produced a median income above the national and state average for both men and women. When viewed strictly from a materialistic point of view, the graduates were judged to be conspicuously successful.

6. Median earnings of graduates who were self-employed was $1,322 more than those in private employment and $1,853 more than those in public employment.

> Self-employed graduates have more incentive for earning than do those who are employed by private or public employers.

7. Of the 664 men reporting, 509 had served in the armed services, but no women had so served.

> Men agricultural graduates of the various curriculums of the College of Agriculture at Louisiana State University have served their country well in the several branches of the military services in war and in peace.

8. Conclusions drawn in this study concerning graduates living in foreign countries are not representative of the agricultural alumni from Louisiana State University who reside in these countries.

> Agricultural graduates living in foreign countries did not report in sufficient numbers for the contribution of these members to be as adequately determined as those living in Louisiana and other states in the United States.

9. In 1963, when this study was conducted, 88.3 percent of the agricultural graduates of Louisiana State University were married; 9.8 percent were single, 1.5 percent were widowed, and 0.4 percent were diverced.

> Not only did a majority of the agricultural graduates from Louisiana State University marry, but most have remained married, as evidenced by the fact that nearly 98 out of each 100 alumni who were ever married were living with their wives at the time of this study.

CHAPTER VII

RECOMMENDATIONS

The problem of evaluating the occupational status of agricultural graduates and their opinions concerning their major undergraduate curriculum in the College of Agriculture presented a considerable challenge to the author. In view of this challenge which was accepted and in view of the experiences gained as a result of having conducted this study, the following recommendations are offered for further study in this relatively broad area of measuring the success of agricultural college graduates:

1. Limited data are available to curriculum planners that properly describes the great number of occupations in which graduates from the College of Agriculture were engaged at the time of this study. To guide those responsible for developing agriculture curricula to more nearly meet the needs of the graduates who will be employed in the future, a study should be conducted concerning such occupations to determine the pre-employment educational training required for graduates to enter those occupations and make satisfactory progress.

2. Little or no data are available that present the after college occupational activities of women graduates from the College of Agriculture, for use in comparing with other college women alumni. For

purposes of comparing occupational experiences of graduates from agriculture and home economics with those of women graduates from other colleges a study would be helpful that would take into account the occupational status of both groups.

3. The results of this study should be taken into consideration in any future planning, evaluation, and revision of the agricultural curriculums by the administrators of this institution and the College of Agriculture.

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APPENDIX

LOUISIANA STATE UNIVERSITY
AND
AGRICULTURAL AND MECHANICAL COLLEGE

College of Agriculture

"What Is Your Occupational Status"

Dear Alumnus:

The purpose of this questionnaire is to collect information concerning the occupational histories of the classes of 1946 through 1960 which will aid us in planning and evaluating our work in the college of agriculture at Louisiana State University and Agricultural and Mechanical College.

I would appreciate your completing and returning this questionnaire at your earliest convenience.

—J. N. Efferson
Dean
College of Agriculture

I. PERSONAL DATA

A. What is your present occupation? Please be specific, for example, indicate vo-ag. teacher, or beef farmer, never just teacher or farmer.

_____

B. Age to nearest birthday_____

C. Male_____Female_____

D. You may give your name and address here if you desire to do so. Whether you give your name and address or not, PLEASE complete the remaining part of the questionnaire and return it.

_____
Name

_____
Street or Rural Rt.

_____
City Parish State

E. Concerning your family, give the following:

	No. high school graduates only	No. college graduates	No. with advanced degrees
No. of brothers			
No. of sisters			

_____Were you born 1st, 2nd, etc.

F. Marital status
1._____Single
2._____Married
3._____Divorced
4._____Widowed

G. How many children do you have?
Boys_____Girls_____

H. Marital status as a student at Louisiana State University
1._____Single
2._____Married before entering college
3._____Married as an undergraduate while in college

I. Veteran Yes____ No____

J. Was vocational agriculture offered in the high school from which you graduated?
Yes____ No____
If "yes" how many years did you complete as a student?
____None
____One
____Two
____Three
____Four

K. Was home economics offered in the high school from which you graduated?
Yes____ No____
If "yes" how many years did you complete as a student?
____None
____One
____Two
____Three
____Four

L. Were you
____Farm reared
____Rural non-farm reared
____City reared
If you were farm reared give the acres in the farm____, and the type of farming ____

M. List the number of the following types of organizations of which you are now a member.
____Agricultural
____Civic
____Fraternal
____Professional

N. Institutions conferring degrees earned.
First degree____LSU____Year____
Major field ____
Second degree ____Year____
Major field ____
Terminal degree ____Year____
Major field ____

II YOUR OCCUPATIONAL RECORD AND EXPERIENCES

A. Occupations are usually grouped into three major classes. Check the class that applies in your own situation.
____1. Public employment (federal, state, local, etc.)
____2. Private employment (working for an individual or for a corporation)
____3. Self-employed (i.e. dairy farming, general contracting, etc.)

B. Do you own and operate a farm?
Yes____ No____
If "yes" give the type of farming____
____and the no. of acres____.

C. Do you rent and operate a farm?
Yes____ No____
If "yes" give the type of farming____
____, and the no. of acres____.

D. Do you own farm land, but rent it to others?
Yes____ No____
If "yes" give type of farming____
____, and the no. of acres____.

E. Were you gainfully employed as a student while at LSU. Yes____ No____
If "yes" what per cent of your college cost did you earn.
____25% ____50% ____75% ____100%
Give two other sources of funds if there were any.
1.____
2.____

F. Former positions (Please account for all years since graduation starting with the first position after graduation.) Include military service or gradaute study.

OCCUPATIONAL RECORD

Period	Position Held	No. of Years	Highest Salary	City	State
(Example)					
40-41	Voc. Agr. Teacher	2	$4,133.00	Franklinton	La.
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

G. Please check one concerning your present salary or income.

_____$3,00 to $4,999
_____$5,000 to $6,999
_____$7,000 to $8,999
_____$9,000 to $10,999
_____$11,000 to $12,999
_____over $13,000

III OCCUPATIONAL SUMMARY TO DATE

A. Who or what influenced you to enter the college of agriculture?

1._____

2._____

B. Have you made definite changes in your field of work since graduation?

Yes_____No_____

If "yes" indicate a. Number of changes made_____, and b. two reasons for making the changes.

____1. Increase in salary
____2. Better working conditions
____3. Personal or family health
____4. Improved living conditions
____5. Improved retirement benefits
____6. Better opportunity for advancement
____7. Work more to my liking
____8. Others (specify)

_____

C. Are you interested in changing your field of work?

a. Yes_____ b. No_____

If "yes" indicate the three most important reasons in 1, 2, 3 order.

____1. Increase in salary
____2. Better working conditions
____3. Personal or family health
____4. Improved living conditions
____5. Improved retirement benefits
____6. Better opportunity for advancement
____7. Work more to my liking
____8. Others (specify)

_____

D. If you had an 18 year old son or daughter entering college what career would you recommend that he or she follow.

Daughter _____

Son _____

IV YOUR EXPERIENCES IN SELECTING YOUR OCCUPATION

A. Check below the approximate time of your decision to enter the occupation in which you are now engaged.

____1. Previous to college entrance
____2. During first year of college
____3. During second year of college
____4. During third year of college
____5. During fourth year of college
____6. Immediately after graduation
____7. After military service
____8. Other (specify)

_____

B. Select three of the following items and rank them in order of their greatest influence to you in making your career selection.

____ 1. Parents' desires, approval and/or encouragement
____ 2. Counsel and influence of elementary school teacher, county extension agent or high school teacher
____ 3. Counsel and influence of close relatives
____ 4. Successes while attending high school
____ 5. Counsel and influence of college teacher
____ 6. Successes while attending college
____ 7. Counsel and influence of college advisor or counseling
____ 8. Availability of positions in the field
____ 9. Experiences in the field
____10. Natural aptitude and liking for type of work
____11. Others (specify) _____

_____

C. Select two of the following items or persons and rank them in order that, in your college experience, were of assistance to you in the decisions made regarding your career.

____1. Orientation courses
____2. Aptitude tests
____3. Personal advisor or counselor
____4. College instructor or instructors
____5. A particular course
____6. Student associations or student contacts
____7. Experience in student organizations
____8. Part-time employment experiences
____9. Others (specify) _____

_____

V. YOUR TRAINING AS RELATED TO YOUR OCCUPATION

A. Your Course of Study and Your Occupation

1. Is your present occupation in the the same field as your major course of study in college?
   a. Yes_____
   b. No_____
   c. To a degree_____
2. Do you feel that your major course of study prepared you for your present occupation?
   a. Yes_____
   b. No_____
   c. To a degree_____
3. Do you feel some other course of study would have been equally as satisfactory in preparing you for your present employment?
   a. Yes_____
   b. No_____
   c. To a degree_____

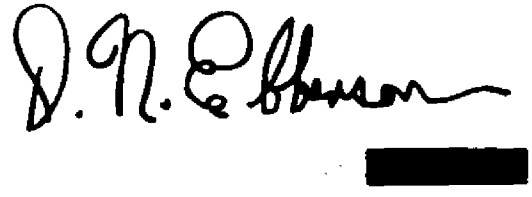
4. In regard to the following courses would you recommend:

	More emphasis	Less emphasis	Same emphasis
a. Technical courses			
b. Professional courses			
c. Academic courses			

5. Was the type of training you received helpful in securing your first job after graduation?
   a. Yes_____
   b. No_____
   c. To a degree_____
   If "yes" which one of the following was most helpful to you:
   ____1. The college degree
   ____2. Broad training in agriculture
   ____3. Specialized training in major field
   ____4. Both broad and specialized training
   ____5. Other (specify) _____
   _____

Thank you for answering these questions. Please place this questionnaire in the stamped, self-addressed envelope enclosed and drop it in the mail.

Sincerely yours,



J. N. Efferson
Dean
College of Agriculture

The information contributed in this questionnaire will be considered as confidential information and will appear in group summaries only.

BIOGRAPHY

James Donald McElveen was born June 17, 1935 at Mt. Hermon, Louisiana. He is the oldest son of Mr. and Mrs. James Robert McElveen. He was reared on a cotton and dairy farm near Franklinton, Louisiana. He attended public primary and secondary schools in Franklinton and was graduated from the Franklinton High School in May of 1953. He ranked fourth academically in a graduating class of 53 and served as its president.

He began study at Louisiana State University and Agricultural and Mechanical College in September, 1953. At Louisiana State University he was a member of the Collegiate Chapter of the Future Farmers of America, Dairy Science Club, Alpha Tau Alpha and Alpha Zeta. He received his Bachelor of Science degree and certification as a teacher of vocational agriculture in 1957. He was employed by the United States Department of Agriculture Soil Conservation Service between his junior and senior years as a student trainee soil conservationist at Franklinton, Louisiana, and from June 1957 to September 1957 as assistant work unit conservationist at Baton Rouge, Louisiana. In September, 1957 he re-entered Louisiana State University to begin graduate study in the department of vocational agricultural education.

In June 1958, he accepted a job as teacher of vocational agriculture at Franklinton High School, Franklinton, Louisiana, where he

taught until August, 1960. During his tenure as teacher of vocational agriculture he was awarded a Master of Science degree in Vocational Agricultural Education from Louisiana State University in August, 1959.

In September, 1960, he again entered Louisiana State University to pursue his education in the department of agricultural education. In the department he was a Graduate Assistant. He was advisor to the Collegiate Chapter of the Future Farmers of America from September 1960 to June 1962. He was a member of Alpha Tau Alpha, Alpha Zeta, Phi Delta Kappa, and Gamma Sigma Delta.

He is married to the former Joy Creel of Franklinton, Louisiana. They have one son, Donald Scott.

EXAMINATION AND THESIS REPORT

Candidate: McElveen, James Donald

Major Field: Vocational Agricultural Education

Title of Thesis: An Occupational Study of the Agricultural Graduates of Louisiana State University and Agricultural and Mechanical College, 1946-1960.

Approved:

J. C. Floyd
Major Professor and Chairman

Max Goodrich
Dean of the Graduate School

EXAMINING COMMITTEE:

Morris N. Abrams

Charlie M Curtis

Russell L Miller

Dennis P Nook

Ira Monday

Anthony Murphree

Date of Examination:

April 30, 1963